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ABSTRACT

This report is concerned with the analysis and implementation of intervention strategies designed to reduce disproportionate suspensions of minority students. As the final phase of a two-phase study, this report consists of three components: (1) continued monitoring of suspension data; (2) field studies in four Jefferson County, Kentucky, public secondary schools selected for their high and disproportionate suspension rates for black students during the first quarter of the 1976-77 school year; and (3) implementation of four different intervention strategies in the four target schools. Field coordinators assigned to each school for the last six weeks of the 1976-77 school year helped staff to plan 1977-78 school activities based on the specific discipline/suspension problems experienced by each school. An intervention strategy was then designed to address the needs of each target school. A complete description of the development of each strategy, the original design, evolution to the final form, and evaluation are included in the model description and evaluation sections of this report. The four field study cases are presented in order to provide a frame of reference for understanding the individual school setting into which each model was introduced. (Author/EB)

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PROJECT STUDENT CONCERNS

FINAL REPORT

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Introduction

The background of events leading to the development and implementation of this Student Concerns Project is treated in the Project Student Concerns: Interim Report (1977), and will not be repeated in this report. However, a brief review of the work accomplished during Phase I of the project seems to be appropriate to facilitate an understanding of the relationship between the two phases of the project.

Phase I

This phase focused on data collection and analysis activities designed to identify probable causes for the disproportionate rates of Black student suspensions. The following research questions were addressed during this phase:

1.01 Are there student characteristics or combinations of characteristics that are most often present among those students who are suspended?

1.02 Do attributes of ethnicity contribute to the disproportionate suspension rates for any ethnic group of students?

1.03 Is there any indication of unequal application of discipline to students of any ethnic group?

2.01 Are there differences in criteria applied and reported by assistant principals for discipline?

  a) Is there a significant variation in suspension rates of schools?

  b) Is there a difference in the range of offenses for which Black and white students are suspended?

2.02 Are there differing perceptions among administrators, teachers, students, and parents regarding suspendable behavior and the suspension process?

  a) How is the discipline code explained to students?

  b) Are the rules well-defined and specific?

2.03 a) Is there a clearly defined due process procedure for suspension of students across the school district?

b) Is that procedure adhered to throughout the school district? (1977 pp. 53-55)

The results of the data collection and analysis activities that were directed to the research questions are reported in the previously referenced Interim Report. Objectives and activities for Phase II are based on the findings and recommendations contained in that report.

Phase II

This phase consisted of three components: (1) continued monitoring of suspension data, (2) field studies in each target school, and (3) implementation of four different intervention strategies in the four target schools. Suspension data were collected and analyzed as described in the methodology section (p. 15). Each field coordinator conducted a field study in his/her respective school to provide additional data that would corroborate findings from Phase I activities.

The most important component was the implementation of intervention strategies, designed to reduce the disproportionate suspensions of minority students. Four target secondary schools were selected, based on their overall high rates of suspension and disproportionate suspension rates for Black students during the first quarter of the 1976-77 school year.

The field coordinators were assigned to their respective schools for the last 6 weeks of the 1976-77 school year. Their assignment during this period was to become acclimated to the school and to familiarize the school staff with the objectives of the project. Planning with staff for the 1977-78 school year activities was based on the specific discipline/suspension problems experienced by each school. An intervention strategy was then designed to address the needs of each target school.

A complete description of the development of each model (strategy), the original design, evolution to the final form, and evaluation is included in the model description and evaluation section (p.20). These descriptions are included in each of four field study reports that are intended to provide a frame of reference in understanding the individual school setting into which each model was introduced.

SECTION I

Methodology

METHODOLOGY

Project Design and Procedures

Phase II of Project Student Concerns tested the effectiveness of four different interventions, directed toward the reduction of disproportionate suspensions of Black students. The following work plan was developed to structure staff activities essential to the completion of Phase II.

3.0 Question

3.01 Can the incidences of suspensions of students with varying characteristics, as revealed in the analysis of suspension data, be reduced by interventions with appropriate role groups?

3.1 Objectives

3.11 To determine interventions that have been successful under similar conditions.

3.12 To implement selected interventions in four target schools.

3.13 To evaluate the effectiveness of the interventions that are implemented.

3.2 Strategy

3.21 a) Identify similar school districts that have dealt with desegregation and court-ordered busing.

b) Examine in detail successful interventions utilized by similar school districts.

3.22 a) Select four target high schools with highest disproportionate suspension rates as sites for the interventions.

b) Employ four field coordinators to be assigned to the target schools.

c) Employ a trainer to work with coordinators.

d) Implement selected interventions in four target high schools.

3.23 a) Develop a method for evaluation of the various interventions.

b) Apply evaluation method during the term of interventions.

3.3 Tasks

3.31 a) Perform a literature search to identify school districts that:

1. Are similar in size.
2. Have experienced court-ordered desegregation.
3. Have disproportionate suspensions.
4. Have developed interventions to reduce suspensions.

b) Analyze success of interventions and their operational characteristics.

c) Select interventions that seem to be the most promising for the local setting.

3.32 a) Select four target high schools on the basis of data analysis, and with local education agency approval.

b) Train the field coordinators in the use of the interventions.

c) Secure cooperation of principals and staff of target schools.

d) Begin interventions with appropriate role groups.

3.33 a) Collect and analyze suspension data quarterly.

b) Report of evaluation findings.

3.4 Population

3.41 Pool of school districts with stated similarities.

3.42 a) Local administrators.

b) Trainer, coordinators.

c) Local school steering committee.

d) Students, teachers, parents.

3.43 a) Suspended students.

b) Principals, teachers, students.

3.5 Data Collection

3.51 a) Graduate assistants will perform the literature search.

b) Staff and graduate assistants will analyze interventions.

c) Staff and school steering committees will select promising interventions.

3.52 N.A.

3.53 a) Continuation of data under 1.1.

3.6 Sources of Data

3.61 a) Computer-assisted search of ERIC, etc.

b) Same as a).

c) Same as a).

3.62 N.A.

3.63 a) Student suspension records, Office of Pupil Personnel.

b) Principals, teachers, students.

3.7 Data Analysis

3.71 a) Selection by descriptors.

b) Panel decision.

c) Panel decision through examination and discussion.

3.72 N.A.

3.73 Same as 1.1.

The results of work accomplished during Phase II of the project is summarized in Section II (p. 20) and III (p. 122).

Field Study - Rationale

It became apparent to project staff during Phase I data collection and analysis activities that there existed gaps in their knowledge about the suspension process. Analysis of suspension data and interview data fell short of providing substantive answers to the research questions. A decision was made to train the four field coordinators in field study methodology in order to reach a more definitive understanding of discipline and the suspension procedures.

Training was conducted by a member of the University of Kentucky faculty during a four-week period in the summer of 1977. A series of eight half-day instructional sessions were held in addition to scheduled observation periods during the secondary summer school classes. Staff was aware that summer school classes were not necessarily comparable to those of the regular school year, but they did provide a field setting in which learned observational techniques could be practiced. Field notes were written up and critiqued by the instructor and field coordinators.

Field Study - Technique

The central question posed during the project period was, "What are the probable causes of the disproportionate suspension rates for minority students?", (in this specific school district). Subquestions developed to facilitate answering the larger question included, "Is there any indication of unequal application of discipline to students of any ethnic group?", and "Are there differences in criteria applied and reported by assistant principals for discipline?"

The subquestions are clearly related to a series of interactions between teachers, students, and administrators. It is important to be able to describe the suspension process in some detail from the perspectives of the various actors involved. Interview data proved to be inconclusive, so that direct observation was settled upon as the most effective technique for information-gathering.

Each of the four field coordinators developed a role in his/her assigned school that involved daily interactions with teachers, students, and administrators. The roles necessitated involvement with students who had been processed through the suspension procedure, or who were in violation of school rules that could lead to suspension. In no case did any coordinator have the authority to suspend, but attempted to intervene on behalf of the students. The field study approach could, then, be classified as "participant-observer"; each coordinator recorded his/her observations of events from the perspective of a participant in the daily routine of the school. Subjects under observation were not aware of the specific research activity of the participant observer.

The field study approach may be summarized as follows:

> The methodology works at two levels--(1) Description: the researcher on the scene describes what he reads, sees, and hears and then expands his descriptions from accounts of the situation by his subjects, and (2) Explanation: the researcher attempts to make sense of his subjects' observations, and by further searching and questioning of informants, he obtains the explanation of the situation from the actors. Participant observation then, (1) describes a social situation through the senses of the researcher and his subjects, and (2) explains the situation from the point of view of both the researcher and his subjects. Since the researcher is in part a principal, in him these two levels are combined. (Cusick, 1973, p. 230).

A narrative of the findings relative to the research questions, by individual school is contained in Section II (p. 20). Each narrative is intended to describe the climate and the suspension process of the individual schools.

Limitations of the Study

Suspension data were collected and analyzed for students in grades nine through twelve in the twenty-five secondary schools operating in the Jefferson County School District. All data utilized in the study were relative to students who were formally suspended from school.

The format in which the data were provided to project staff precluded the determination of the frequency of multiple suspensions for any individual student; i.e. suspension on more than one occasion during the school year. Data are arranged by the incidences of suspension, and by the number of students accounting for the incidences of suspension.

A major limitation of the study has been the denial of access to individual student suspension records. The position of the school district administration was that there existed the potential for violation of the Family Rights and Privacy Act that could have resulted in litigation. The decision to deny project staff access to individual records was based on the counsel of an attorney retained by the county Board of Education. Though the project staff was given a contrary opinion by HEW counsel, staff had no alternative but to comply with decision of school officials and utilize the summary suspension data provided.

The project termination date created another limitation in data collection. The academic year was extended through 9 June 1978 to make up school days missed due to the inclement weather of the winter quarter. Suspension data typically requires three weeks for collection and compilation by the school district Office of Information Systems, after an academic quarter has ended. This made it impossible for project staff to receive and analyze third quarter data and to report the findings in the final project report by 30 June 1978. Suspension data contained in this report are for the first and second quarters; however, projected year-end suspension rates have been computed and reported.

Evaluation of the effects of the four models was jeopardized with the introduction of an additional project in three of the four target schools. The Positive Alternatives to Suspension (PATS) project provided three full-time staff to each school, and focused on discipline and suspension problems, as did the Student Concerns field coordinators. The concurrent operation of two projects with very similar objectives created conditions which made it exceedingly difficult to determine whether either project was succeeding in reducing suspension rates.

Data Items and Sources

Suspension and enrollment information comprises a significant portion of data utilized in this study. Data were gathered from several sources within the school district and are as valid as the primary sources.

Suspension data

The school district Office of Information Systems provided duplicate computer tapes of county suspension data for school year 1974-75, 1975-76, 1976-77, and 1977-78. Summary data by school were made available to project staff for each of the three quarters of each school year, with the exception of 1977-78, for which data from the first and second quarters only were available due to time constraints. A quarter represents fifty-eight or fifty-nine days of pupil attendance, for a total of 175 days per year during which school is in session. Former Louisville Independent School District suspension data for 1974-75 were compiled from monthly reports provided by the school district Office of Information and adjusted to correspond to the same time periods as county school data.

The following items were contained in the county suspension file for the 1977-78 school year:

1. Date of suspension (quarter - month - year)
2. Ethnicity/gender
3. School name
4. Violation
5. Length of suspension
6. Jurisdiction (local or central office)
7. Whether previously suspended
8. Grade level
9. School type (elementary, middle, secondary)

Files for school year 1974-75 and 1975-76 were not as complete, but contained school name and ethnicity/gender data, permitting some comparisons of the rates of suspensions by school and by ethnicity of suspended students. Comparisons are made with data for the same time period of each school year.

Enrollment Data

Current year (1977-78) county school enrollment data contained the following items:

1. Enrollment by grade level
2. Enrollment by ethnicity

3. Enrollment by gender

These data were collected for the period ending 29 September 1977 and were provided by the county school district Office of Informal Systems. Enrollment data for the period ending 29 September 1976 were provided by the same office.

County school enrollment data for 1975-76 were collected for the period ending 4 June 1976 from the Racial Report by Homeroom and School, provided by the Office of Information. The Pupil Personnel Office made available the Pupil Membership Report for the period ending 30 September 1974, from which 1974-75 enrollment data were derived. The Administrative Office for the Superintendent provided the Desegregation Status Report for the former Louisville Independent School District which contained city enrollment data for 1974-75. Enrollment data for the period ending 23 September 1974 were utilized for comparisons.

Data Analysis

The statistical data displayed in this report are the results of procedures applied to a duplicate of the Jefferson County School District suspension file, provided to the Student Concerns Project, in tape form, by the school district's Office of Information.

Data was processed on the University of Kentucky's IBM 360 Computer in Lexington, Kentucky utilizing the Statistical Package for the Social Sciences (2nd edition 1975) Computer Package.

The information in this report is predicated on three major sets of data:

1) Applying a crosstab routine, frequencies were established for suspensions at each school by ethnicity and grade level.

(2) Utilizing a similar crosstab routine, and selecting only students who had not been previously suspended, frequencies were obtained for the actual number of students suspended at each school by ethnicity and grade level.

(3) Using another crosstab routine, frequencies were established for the length of each of the twenty seven suspension violations by the student's ethnicity for each school.

These sets of data were compiled for each of the first two quarters of the 1977-78 school year. Data for the third quarter was compiled by projecting data from the first two quarters of 1977-78 through the suspension patterns of the 1976-77 school year. A simple projection technique was used comparing suspension through the first two quarters of 1977-78 school year with the comparable period of the 1976-77 school year and relating this to the total suspension rates for 1976-77 school year thereby arriving at the projected rates for 1977-78 school year.

$$\frac{\text{Total suspensions through 2nd Quarter 1978}}{\text{Total suspensions through 2nd Quarter 1977}} = \frac{\textit{Projected total suspensions for 1977-78}}{\text{Total suspensions for 1976-77}}$$

Throughout this report numbers in block type are real numbers through the second quarter of 1977-78 and numbers in *Script* type are projected numbers for the 1977-78 school year.

Suspension rates (%) are computed separately for Black and white students based on the number of suspensions and the population of a particular group (number of Black suspensions/number of Black students) to arrive at the suspension rate.

The discrepancy between the black rate of suspension and the white rate of suspension is labeled as the percent of difference and is simply the difference between the two rates of suspension. This figure is computed for each school as well as the entire district.

Definition of Terms

The following definitions are offered to maintain a level of consistency in presenting findings.

City School System - Refers to the former Louisville Independent Schools, prior to merger with the county system.

County School System - Refers to the Jefferson County School System.

Discipline Code - A formal rule system adopted by the Jefferson County Board of Education which states unacceptable behavior and as well as sanction to be applied.

Disproportionate - As related to suspensions, a condition in which students of one ethnic origin are suspended at a rate that exceeds their representation of the total population.

Enrollment - The number of students officially enrolled in a given school, through a standard enrollment procedure.

Ethnicity - A categorization of the ethnic origin of students, e.g., Black, white.

Gender - The categorization of students as male or female.

High School - For the purposes of this study all schools, except the Brown School, having grades nine through twelve are considered high schools.

Mean Suspension Rate - A rate computed by dividing the number of student suspensions by the number of students enrolled. Mean suspension rates are reported system-wide and by individual schools.

Positive Alternative to Suspension - An ESAA project which places three person teams in fourteen high schools and six middle schools for the purpose of reducing student suspension.

Quarter System - The academic school year in the Jefferson County School System is divided into three units, each consisting of approximately 60 days of pupil instruction. These units are called quarters.

Suspension - A quasi-legal action by the administrator of an individual school that results in a student being denied attendance at that school for a specified time period.

SECTION II

Model Descriptions and Evaluations

FIELD STUDIES

Introduction

This section is subdivided into four separate field study reports. Data for these reports were gathered by field coordinators over a period of approximately 24 weeks. The coordinators observed and recorded incidents and behaviors during this time period in order to 1) assess the school climate, and 2) describe the suspension process.

The rationale and procedure for the field study approach are explained in Section I (p. 8). Material included in the reports is based on observations of recurring events and behaviors in the school setting over an extended period of time. Patterns of behavior are reported and documented with specific examples of incidents, dialogue or comments. The coordinators observed and recorded while participating in the daily routines of the various schools. Daily observations by one who is a participant in the school setting may provide insights into the school climate and operations that would not be possible with survey instruments or other "paper and pencil" techniques.

Since the coordinators were attempting to reduce suspension rates, a focus on the suspension process was an integral part of the observations. Every attempt has been made to report as objectively as possible information relative to suspensions, including administrative procedures and staff attitudes. Individual reports were prepared by the coordinators from their field notes. The reports have been edited for clarity and format.

Individual counseling with students provided opportunities for the coordinators to determine students' points of view concerning discipline and school climate. Informal conversations with staff and some classroom observations permitted an assessment of staff attitudes toward student misbehavior and appropriate punishments. A good working relationship with administrators facilitated the observation of the processing of students through the suspension procedures.

Each report refers to the subject school as "Public High School" to preserve anonymity. Major headings include a letter designation to identify individual schools for the reader's convenience.

PUBLIC HIGH SCHOOL A

Description of the suspension process

Students at Public High School were divided into 9th, 10th, and 11th-12th grade groups for discipline purposes, and were seen by 3 different assistant principals, Mr. X., Mr. Y., and Mr. Z. Although the assistant principals are assigned to specific grades, any student may be sent to the principal, Mr. D., or to any assistant principal at a given time. Suspensions have been given out for 1-10 days or for indefinite periods of time, and are sometimes reduced if a parent will call the school or come in for a conference. There is no apparent standard process which correlates offense with time or amount of punishment, a fact which all the principals agreed upon (i.e., some principals appear to be more lenient than others).

Students who commit a suspendable offense are sent to an assistant principal, usually with a sealed note from the teacher or with a standard discipline form. The principal decides whether the student is suspended or sent to the "penalty room."* Previous offenses are generally taken into consideration with a harsher punishment as a consequence of a past record. When a student is suspended he is given a copy of the suspension form (or it is mailed home), one copy is filed in the office, a copy is sent to the field coordinator, and a copy goes to the Board of Education. Data is not recorded on the student's permanent record unless the offense is considered serious such as the selling of drugs or physical injury to another person.

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*Public High School's alternative to suspension is a regular classroom, referred to in this writing as the "penalty room", with a strictly punitive atmosphere. For each period in this room (from 1-6 periods) the student must write an assigned paragraph 10 times. Students are referred here whenever possible in lieu of suspension (except in cases of "automatic" suspension such as fighting, arson, etc.) The "penalty room" is considered by the administration to be a less punitive measure than suspension.

Formal and informal rules

All formal rules at Public High School were determined and listed in the standard discipline code of the Board of Education. Informal rules tend to be subjective and it would be impossible to list them completely. They include rules against the wearing of hats, arriving in class several minutes into the lecture, leaving class early, and the wearing of certain types of clothing such as sleeveless shirts.

Knowledge of formal and informal rules

The new discipline code from the Board of Education was passed out in every homeroom in February, 1978. Each student was required to take the code home and to sign a statement saying that he received such a copy. No discussion was required on the part of the homeroom teacher and the student's knowledge of these formal rules was dependent upon his reading and understanding the standard discipline code.

The informal rules, as well as many formal rules are learned through experience at the school and by word of mouth. Some rules were mentioned over the loudspeaker, such as the one prohibiting the wearing of hats in the school building. Many informal rules were learned after they were broken.

School climate

Public High School was founded as a part of the County School System. It is located in a residential-suburban area where the residents are mostly of middle class strata. Most of the students and many administrators live in the surrounding area which contributes to a "community" atmosphere. Some students were bused to Public High School for desegregation purposes. These students came from inner-city homes and housing projects.

The total enrollment at Public High School is approximately 2,000 students, including the seventh through the twelfth grades. This population is comprised of 80 percent white students and 20 percent Black students with approximately equal numbers of males and females. There are 80 classroom teachers (plus five additional special education teachers); 91 percent of them are white and 9 percent are Black.

The climate and prevailing attitude at Public High School seems to be one of resignation. It seems that the administration and faculty seek to give the students the best education possible, under circumstances which they consider burdensome. Evidently with the onset of busing, there was a clear change in the school's general attitude. The faculty now views teaching as a trying and unfair experience, and one where restrictions must be put on the faculty and student body. This is exemplified in the atmosphere and rules set forth by the administration.

As attested by students coming into the field coordinator's office, Public High School is a place where there are few in-school, extracurricular activities such as student pep-rallies and mass assemblies (only by classes and for essential purposes such as senior rings, beta club installation, etc.) There were some assemblies for "invited" students such as a concert given for upper level social studies and music classes. Most of the participants in these few activities seemed to be white students and parents (PTA meetings) with Black student participation remaining minimal.

The student's response to this atmosphere seemed to be one of apathy and rebellion. Tardies, cuts, and classroom disruption accounted for a great percentage of the suspensions and constituted a large portion of penalty room offenses.

The administration at Public High School tends to make some students feel confused and/or apathetic while at school. On one hand, the principals want the students to behave like responsible adults and control their own destiny. On the other hand, the rules in the school and the prevailing atmosphere typify most schools, in that they permit little or no choice concerning where to go or what to do at any time. Students must eat in the cafeteria, not in the open area, although it is permissable to be in the open area during lunch. Smoking is permitted but only in an open area during certain periods; one must not light his cigarette before reaching this area or suspension ensues. Pep-rallies are permitted but only for 25-30 minutes and in the open area. At the end of the assembly, the students are dispersed by the assistant principals who stand over the crowd on walks flanking the open area during the assembly.

Theoretically these examples, plus others, exemplify an atmosphere which seemingly contributes to conflicting expectations of the entire student body.

Students in the Student Concerns program seemed to respond well to real and sincere interest directed toward them. Students at Public High School are continuously processed from class to class, in and out of the counselor's offices, and through the halls with well planned efficiency. School survival requires little contemplation or self-directed behavior. Students are required to move through a series of classes as quickly and quietly as possible, and to leave the school grounds before any trouble occurs.

Original design

The field coordinator was originally given the opportunity to utilize the penalty room in any manner considered appropriate. Given this restriction of maintaining the penalty room, Public High School's alternative to suspension was to be altered only slightly. A model was designed, with information from another area high school, which would require that "penalized" students draw up a "behavior contract" with the help of the penalty room supervisor and the field coordinator. This contract, which would be written using the student's own terms, and if breached, would result in a conference with the field coordinator. At this time, the contract would be reviewed (or revised) and any problems would be discussed. A second breach would result in a parent (or parent-teacher) conference and a third breach would probably result in suspension. In this manner, the student would be given at least two chances before being suspended and the administration and teaching staff could be satisfied that the penalty room was being utilized as a constructive solution to disciplinary problems.

Evolution to final design

Several days after a copy of the original plan was given to and accepted by the principal, the field coordinator was told by the penalty room supervisor that the principal had decided to utilize the paragraph-punishment format in the penalty room.

Having this confirmed by the principal, the field coordinator now had to readjust the proposal to fit a strictly punitive environment. It was thought that some sort of counseling might be utilized to make the penalty room less punitive. Student-peer counselors from the inactive human relations club were trained to talk with students in the penalty room. Discussions centered around the cause of the detentions and what might be done to prevent future occurrences (what the student could do to prevent returning to the penalty room). Students were still required to write paragraphs throughout their stay in the penalty room. Therefore, peer counseling generally lasted no longer than 5 minutes per student. The field coordinator would also do this type of counseling with penalty room and suspended students while working with parents, teachers, and counselors.

This format was maintained through the beginning of the second quarter. Most students responded well to the discussions until a point was reached where the process became boring and repetitious. The peer counselors tired of asking the questions each day and the students no longer responded to them. At this point, the field coordinator took over the counseling position while the peer counselors were utilized as tutors. (Students from study halls made appointments each morning to be tutored). Throughout the quarter, accurate statistics were maintained by the field coordinator on penalty room referrals and suspensions.

The field coordinator attempted to display a real interest in referred students, be concerned about their problems, and attempted not to confront them with immediate demands. Instead of "telling" students how things should be done, the field coordinator inquired, pursued, and reflected on their thoughts and words. This positive attitude seemed to contribute to a positive change in many students' behavior. The following is an example of the approach used:

Case: Ben was a 9th grade Black male who had been chronically suspended over the past two years. He talked with the field coordinator after being suspended and it was discovered that he was continually being sent out of his reading class. It seemed that his teacher was watching him rather closely and sending him to the office each time he "stepped out of line."

It became apparent to the field coordinator that Ben needed to change his teacher's attitude toward him in order to achieve in her class. The strategy was for Ben to raise his hand once during each period, either asking or answering a question, and remaining silent the rest of the period. As Ben did this the teacher became more trusting of Ben and monitored him less closely. In time, Ben was reinforced for his new behavior by his teacher's changed attitude and he was no longer considered a problem in that class.

Final design

By the beginning of second quarter, the field coordinator had established a role at Public High School. To students, the role was one of a counselor, available to give advice concerning classes, discipline procedures, or personal problems. A major portion of each day was spent talking with students in the penalty room and seeing each student as he or she returned from suspension. Consultation was available on a walk-in or appointment basis.

To teachers, the field coordinator served as a mediator, utilized when a student seemed to be having trouble in a class or acted as a discipline problem. Intervention occurred when the student was called to the field coordinator's office and a discussion of the problem ensued. The referring teacher would take part in the discussion, either together with the student or separately with the field coordinator. If the problem could be worked out in this relatively short time, suspension could be avoided and the student would not miss a great amount of class time.

The field coordinator was a resource to counselors in scheduling students' classes and referring students for special programs. If a student could not achieve in a scheduled class because of any one of several reasons, the field coordinator worked with the counselor on an alternative schedule. Utilizing extra care in selecting classes, a student who had been chronically suspended could at least be given the benefit of teachers and classes which might be more conducive to his or her learning process.

The school administrators made a small number of counseling referrals to the field coordinator's office and supplied suspension notices and discipline forms. This increased caseload provided the opportunity to see suspended students upon their return to school.

In short, the field coordinator at Public High School evolved into a role of counselor for a rather select group of students who were, or in the past had been, suspended periodically. Consultation was available for any Public High School student providing counseling, schedule information, or tutoring services. The field coordinator could be considered an integral part of the school working in cooperation with students, teachers, counselors, and administrators.

Precipitating incidents

Public High School's floor plan makes it very difficult for some students to get to class on time. The school consists of separate structures surrounding an open area. If two successive classes are in different buildings, one has to either go across the open area (in rain, snow, and cold as well as fair weather) or encircle the entire structure by going through hallways. The student has five minutes to accomplish this, allowing some time to go to his locker before class. Many students use this reasoning to account for their tardies. The field coordinator sought to have students understand that only with rigid scheduling of time would it be possible to get to their classes on time.

Tardies to fourth and fifth periods seemed to account for a great deal of student discipline problems. Many of these tardies may be attributed to the school's lunchroom procedure. Fourth period lasts for one and one half hours, the first half hour constituting a lunch period for one side of the high school and the last half hour for the other side. The lines in the lunchroom are long during these two lunch periods, and some students do not get through the line until five minutes before the period ends. If the student eats quickly and does not smoke, he may get to class on time. For others, it can be a very tense and rushed process adding to the list of overall tardies, penalty room offenses, and school suspensions.

First period is another period for tardies. The school bus schedule, due to traffic and weather conditions may vary by as much as ten minutes leaving students unsure of the exact arrival time. Many students may either miss the school bus or avoid an over-crowded one. For students who come to school from the downtown area, this presents a particular problem. If their parents drive them, there may not be enough time to get to school before the bell rings (the drive is approximately ten miles). If there is no car or the parents do not drive, they may choose to take the public city bus which arrives at school five minutes too late for first period class. According to student reports, this is a common occurrence for students who are in the penalty room.

Class cutting is another frequent offense and a common reason for suspension. Findings show that most cuts are for dissatisfaction with some aspect of a class, a desire to leave school early for reasons of ill health, or because they have a tempting opportunity to leave.

There are buses leaving the school at 11:00, 1:00, and 2:00 which go downtown. (Some students are scheduled with 6th period study halls so they can leave school after fifth period). It is very easy, and quite tempting, for a student who lives in the downtown area to board one of these buses and take part of the school day off. When this happens, some of the student's teachers will notice the class absence and will turn the student's name into the principal. The next morning at school, the student will be called to the assistant principal's office and assigned to the penalty room or suspended, depending on the assistant principal involved and/or the student's previous offense record.

Unless a student is visibly ill, or a parental excuse is available, school officials will not allow a student to leave school to go home. Neither will they allow them to lie down in the sick room unless there is an obvious and conspicuous illness. When refused a "legal" excuse from school, a student may choose to walk or take an early bus home from school without permission. This is a common student justification for cutting.

One other common occurrence which leads to unexcused absence from class is an intense dislike for the particular class. Many students feel that they cannot do the work that is assigned to them in a class. Students may not want to do class assignments because they are flunking a particular class or feel defeated by a heavy workload. The alternative to these feelings is avoiding the class altogether. The consequence is suspension from school.

When a student has accumulated three tardies in a class, teachers are requested to notify the respective assistant principal of the class tardies that they have. Not all teachers account for their student's cuts or tardies so being late or skipping a class may go unrecorded. On the other hand, nine reported tardies has, in the past, placed a student in the penalty room for six periods (or a one day suspension if the penalty room is refused.)* Class cutting can result in penalty room experience or a suspension of undetermined length, depending on previous offenses (usually one to three days).

Toward the end of the quarter, sometimes throughout the last half of the quarter, students may be given to understand that they have already failed a class and that there is nothing they can do to pass it. These students, feeling that a failing grade is inevitable, do not choose to study so they either "act out" in class or cut the class altogether. It is during this period that the suspension and penalty room rates show a rapid increase. Some students are put into a regular study hall, in place of the class they were failing. Others are put into the penalty room temporarily as an alternative to study hall, where they either bring something to study each day or write paragraphs. Some students are given indefinite suspensions.

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*During the second quarter the rule was changed to nine tardies and three periods in the penalty room. This change plus a warning at six tardies has noticeably decreased the percentage of tardies in the penalty room.

Adjudication

Mr. X is an assistant principal at Public High School. He appears to have better rapport with the students than some administrators but still has some student hostility directed towards him. He seems to be more likely to explore alternatives to suspension with some referred students. He will often given the student a chance or two before suspending him (i.e., letting him sit in the office) and he will often refer problem cases to the field coordinator. At times, Mr. X will talk to a student, "determine" the possibility of a repeat offense, and then administer discipline. For example, two students may have been referred for nine tardies, an offense which, in the past has been disciplined by six periods in the penalty room. Mr. X will look at the student's past record, talk with the student, and determine if the student appears to have "learned his lesson". He may then reduce the penalty room sentence to three periods. There are objective bases for these actions, although it appears that they are based on subjective determinations.

Mr. Y was an assistant principal at Public High School. He appeared to be a very conscientious worker. He would suspend freely and with some objectivity, and would be apologetic towards the field coordinator saying "it was all I could do" or "she gave me no choice". He would be more likely than other assistant principals to use a standard procedure in suspending students, usually giving out a predetermined amount of days for various offenses. He was not completely objective, however, in that one student was given a ten day suspension for smoking marijuana, another was given five days, and still another was given three days. All of these were first offenses. It should be emphasized here that most of Mr. Y's suspensions for smoking marijuana were for ten days, and there were few that deviated from that norm. Mr. Y seemed quite determined to follow the discipline code as strictly as possible.

Some students reported that Mr. Y was unfair and unnecessarily harsh in dealing with them. Mr. Y and the suspended students sometimes gave conflicting stories about the same incidents. A number of students and parents described this assistant principal as rude, verbally abusive, and not open for discussion.

Mr. Y suspended Paula, a twelfth grade Black female, for wearing a hat in school. Paula has been observed to be very defiant of authority and to stand her ground when she feels she is right. Mr. Y told the field coordinator that he politely asked Paula to remove her hat and she refused. Paula told the field coordinator that Mr. Y came up behind her while she was eating lunch with her friends, tried to remove her hat, and then started explaining the rules to her. Paula refused to remove her hat, even after talking with the field coordinator, and was therefore suspended for three days (she knew of this possible consequence and had several chances to avoid it). She would not remove her hat (a beret) as a matter of principle and as a sign of rebellion against Mr. Y.

Mr. W assumed the duties of an assistant principal during the year. Mr. W seems to be sensitive to the school's needs and spent time talking with students who were to be disciplined. Since his arrival at Public High School, the penalty room rate for students referred to him has been reduced by seven percent (see figures). He says he will never send anyone to the penalty room without warning them first. Mr. W displays a realistic, non-reactionary attitude toward students and discipline problems. He seems to be well-liked by the entire Public High School community, including students, teachers, and administrators. His compassion and understanding are welcomed attributes to Public High School.

Mr. Z is another assistant principal at Public High School who shares the responsibility for discipline.

According to some students, Mr. Z doesn't seem to be willing to look for alternatives in disciplining students. A student may beg or plead, but

Mr. Z appears almost always to accept a teacher's referral criteria and administer punishment. According to student reports, Mr. Z is not well liked and many students are hostile towards him. There is little deviation in his procedure and he usually takes past occurrences into account. He "forewarned" the field coordinator of several students, one of whom was a student aide with a virtually perfect record this school year. This student related several accounts of verbal abuse directed toward her by Mr. Z and Mr. Y, apparently because of her past record. This example is indicative of the manner in which Mr. Z presents himself to referred students. Mr. Z is a quiet and shy man who seems not to allow students to visibly excite him. He quietly suspends them as quickly as possible, with very little interference from others.

An example of Mr. Z's interrogation of a student follows:

> Mr. Z: Can you think of anything you've done wrong?
>
> Student: No.
>
> Mr. Z: Think of yesterday or the day before.
>
> Student: The day before, maybe.
>
> Mr. Z: Look what it says here (pointing to discipline form).

The student finally admitted an offense and was sent to the penalty room.

Mr. D is the school's principal. He is a strong authority figure in the school, exerts a great deal of influence over all personnel, and his word is accepted by the administrative staff without apparent question. Mr. D shows a great deal of confidence in his authority and makes no apologies to anyone within the Public High School 'community'. It is reported by some faculty at Public High School that, unless a staff member is acting in Mr. D's disfavor, he or she is not verbally acknowledged by Mr. D.

Mr. D's suspension reports indicate that he is a strict disciplinarian. If a student is sent to Mr. D, he will usually be given the maximum penalty for that offense (many times a ten day suspension); however, Mr. D sees only those students who have failed to respond to disciplinary actions. Mr. D does not see students often, but when he does the general consensus is that he exercises the full extent of his authority. The following is an example of Mr. D's style:

> Billy, a student, was sent to the office because the teacher suspected he had been smoking marijuana. Billy went to the field coordinator's office instead. Mr. D put his key in the closed door, opened it, and immediately began examining the student. He pushed Billy's hair back, looked in his eyes, picked up his hands and smelled them, and asked Billy where he had been, accusing him of smoking pot. Mr. D said that someone had reported Billy and that he, himself, had smelled marijuana in the hall. He could not, however, smell it on Billy and the student was, therefore, acquitted. It proved to be an awkward situation for both the student and the field coordinator.

The following incident was reported to the field coordinator by a Public High School student:

Incident: (Student's report)

Laura is a ninth grade white female who was suspended for smoking in an unassigned area. As she was walking out of the smoking zone and into the building, she dropped her cigarette. Mr. D saw her and yelled "hey boy!", expecting her to stop and come towards him. She did not respond; Mr. D began to question her behavior. Laura told him that she doesn't respond when someone calls her "boy". Mr. D told her to wait in his office for him. He returned an hour later and suspended Laura for "smoking in (an) unauthorized area (and) talk(ing) back to (the) principal." Under "Recommendation for

Disposition" (on the discipline report form) he wrote "last two days may be (dropped) if parent (comes in)". Laura's mother came in and all three days of the suspension were dropped.

Case Studies:

(1) Ricky is a Black male who was bused to school this year. On 9/30/77, he was referred to Mr. Z by his second period math teacher for classroom disturbance and fighting. Mr. Z assigned him to the penalty room for the remainder of second period and all of third period (one and a half periods, 15 paragraphs). When the field coordinator conferred with Ricky, he explained that his math class was very dull and "too easy" for him.

Ricky was soon recommended by his math teacher, along with six other Black males from the same class, for the Behavior Disorders program. His teacher said that Ricky "Can be friendly, (has) little respect for authority or classmates, (is) deceitful, will not obey or cooperate, (is) hyperactive, (and) fights occasionally." He was eventually put into the Behavior Disorders class.

On 10/20, Ricky was sent to the penalty room for two days (100 paragraphs - very unusual) for cutting. Ricky explained that he left second period on 10/26 because he hurt his arm in first period physical education. (He had an obvious bruise). The front office didn't think it was necessary for him to go home and sent Ricky back to class. He chose to take the 11:00 bus home without permission.

Ricky was visibly upset at the prospect of writing a paragraph 100 times over a two day period. This was a very harsh and unusual punishment; one that would be quite difficult to accomplish given the fact of the injured arm. At one point, according to Ricky, after Mr. J grabbed him, Ricky swung and hit Mr. J once. Mr. J then hit Ricky and took him to an office where he verbally abused him.

(On two other occasions Mr. J used the term "nigger handshake" and "my good Jewish friend" in reference to students). Mr. Z then gave Ricky a one day suspension, a much more lenient punishment than two days in the penalty room.

On 11/2/77, Ricky cut third period and Mr. Z suspended him for one day.

(2) Joan is a white female who was at Public High School for the first time this year. Joan has a history of emotional illness. She has spent several weeks in a local mental hospital and has had family problems for several years.

On 9/8/77 Joan was sent to the penalty room by Mr. Y for two periods for cutting. She explained to me that her ride was late so she decided to skip first period since she was late anyway. The security guard saw her talking outside and took her to the office.

On 9/14 she was suspended for three days by Mr. Y for cutting two classes. On 9/21, the coordinator counseled with her, got more background information, and took her to classes to assure that she knew how to get to them on time. She was convinced that she knew and that she would be on time from then on.

Joan continued to be tardy and cut classes. Mr. Y grew increasingly more frustrated, talked with Joan's mother, consulted with the coordinator, and reached no conclusions except to put Joan into an alternate program (Behavior Disorders class or alternative school).

On 10/11 Joan started a Behavior Disorders class for four periods per day. She apparently did much better in this class as she did not go to the penalty room or get suspended until 11/15 when she was suspended for smoking pot. She was then recommended for the alternative school. Her teacher said she would flunk the entire quarter for missing so many days although she made good grades when she handed her work in.

Joan re-entered on 11/28/77 and was again placed in the same Behavior Disorders class. She was not very happy about this and at this time wished to be placed in the regular program. The field coordinator explained to her that it takes a perfect record for at least one quarter to be replaced in the regular program. She then had a stronger incentive to stay out of trouble.

(3) John is a white male who repeatedly cuts classes. On 9/7/77 he was sent to the penalty room for three periods by Mr. X for cutting an entire day. He was not very talkative on this day; he did, however, express that he wanted to stay out of trouble but couldn't help himself. He was asked to come into the field coordinator's office the next time he was about to cut a class and they could discuss alternatives at that time.

On 10/10/77 John was placed in the penalty room for six periods for cutting four days of school. At this time he was much more talkative and again explained that he didn't know why he cut and couldn't seem to help it. During this conference period, John displayed a great deal of intelligence in his presentation and manner of speech. He explained that his grades were all A's and B's and that he never has had any trouble with his teachers or classes except that he was bored with them. He disliked going to the penalty room and especially disliked falling behind in his classes.

John's method of cutting was to come into school late, check in with the office, and leave again. By doing this, his name appeared in the absentee sheet and the teachers would not turn him in for cutting. He was finally caught when the office called his home to check on him. Mr. X told him that if he cut again he would be expelled from school. He did cut again and on 10/14/77 was told not to come back to school.

John came into the field coordinator's office on 10/15 and talked about his problem. He became very emotional and was confused and frustrated as to where to go and what to do. Following discussion, he decided to go home, discuss the situation with his parents, and make an appointment to see Mr. X as soon as possible (with his parents). On 10/16, he and his parents met with Mr. X and he was reinstated. He was put into the Youth Development program (four hours a day, work at self-determined pace) and has not been referred for cutting again.

Effectiveness of Design

The model implemented at Public High School seems to have the potential for reducing suspensions in the high school setting. With cooperation from the staff and administration, and greater influence and recognition for the field coordinator, the design could be extremely effective.

The design may alleviate a number of school problems by giving the teacher someone to reflect and confer with concerning classroom problems. Also, it alleviates part of the school counselor's caseload, giving them more time to perform their duties. Above all, the design provides the school with a staff member who can share and identify with the concerns of every member of the school community.

One apparent side effect of this program is the change in attitude of some of the students toward the school. The field coordinator's office offers students a neutral, objective, and quiet atmosphere. When the student discovers that such a place exists, he or she may relate that to the school atmosphere and may become less hostile or apathetic. This sometimes allows an opportunity for the student to relax and lower his defenses. In any case, the student knows that this service is available in his school and the opportunity exists for him to participate in it.

A negative side effect of the design is possible teacher hostility toward the program. The field coordinator may be viewed as a student advocate although trying not to be one-sided or judgmental. Some teachers have expressed concern that the field coordinator does not understand the teacher's position or only sees the student's side of the problem. In fact, the position is a trying one in that it is necessary to mediate and to retain both the teacher's and the student's confidence. However, not all teachers see this as the case, resulting in a lack of cooperation among some staff members.

Indications of Discriminatory Treatment

Some students believed that there was discrimination between Black students who are bused in and those who live in the area. According to students, Mr. X said that the school doesn't "discriminate against Blacks ... that downtown Black students are the only ones who get into a lot of trouble." Students have been told by Mr. Z that "downtown students get rowdy; that the local Black students don't use foul language like the downtown students." Students reported to the field coordinator that Mr. Z once told a Black student that he "didn't think she was like the others" (from the downtown area) when she was in the office to be disciplined.

Incident No. 1

One assistant principal told the field coordinator of a Black female student who claimed she wasn't getting enough attention from her teachers. It was related that Mr. X told this student that since busing began, the teachers don't know which students come from downtown and which are from the local area (this student was a local student). He went on to say that teachers get tired of explaining things; that students from downtown have had a lot of trouble understanding material and people just figure that she's from downtown.

Incident No. 2

The field coordinator went into another assistant principal's office to discuss a Black student's schedule. The coordinator was told, in response to a question of placement, that the assistant principal didn't "really know what to do; we really don't have a place for them." Who? "Well, the ones from downtown; also, the ones from (around here). They aren't very successful in the classroom."

Incident No. 3

Mr. Z walked into the penalty room and loudly observed, so that everyone in the room could hear, "A room full of honkies today!" (There were very few Black students in the room that period).

Incident No. 4

The field coordinator was invited to go along with one counselor to give scheduling information to students. The class was a small English class with mostly Black students. The counselor proceeded to talk about scheduling and preparing for college and/or careers; the emphasis was on career and vocational training rather than college. The class was very attentive throughout the presentation.

Afterward, the counselor came into the field coordinators' office, laughing, and saying that "you have to know the caliber of the students you're talking to before you talk about college," (noting that these students apparently won't be going to college). The "caliber" of these students couldn't possibly have been known by this particular counselor as they were all assigned to another counselor previously.

Incident No. 5

A math teacher sent seven names to Mr. Z as referrals for the behavior disorders program. "Strengths" were listed as "can be friendly" and "could be bright" while weaknesses included "no respect for authority, will not obey or cooperate, belligerent, deceitful, hyperactive, cannot converse intelligently and no desire to improve." All seven referrals were Black students.

Classic comments:

- "Health is even hard for some of the white kids to pass" (assistant principal).
- "If I could lynch about three of them, things would be ok" (teacher).
- "She's got a high IQ for a Black girl" (assistant principal).
- "What's wrong, don't you trust 'us people'?" (teacher to Black student who refused to leave her purse in the classroom).

Recommendations and Evaluation of Model

The model implemented at Public High School appeared to create a comfortable setting in which students could seek advice, air complaints or discuss a problem. The atmosphere seemed conducive to exploration of honest feelings and thoughts about suspensions and the suspension process and created opportunities for the field coordinator to view the process directly.

The model did not significantly reduce suspensions at Public High School. This is not to say that it was unsuccessful; it did seem to help some students overcome fears and attitudes which may have resulted in unacceptable behavior.

The status given the position of field coordinator made it difficult for any person in that position to effectively change an entire school environment. The principal and assistant principal are still directly responsible for disciplining students and the suspension rate is in their hands. In order to introduce change, the field coordinator needs more responsibility in working with students and within the school system. He or she should fit directly into the school's hierarchy, where there would hopefully be more participation in the decision making process regarding formal and informal school rules.

The field coordinator might be more effective if he or she were an employee of the Board of Education. Faculty members may distrust someone who is "on a federal grant", especially at a time when many teachers are losing their jobs because of budget cuts. A board employee might have more information available, be less threatening, and have a more influential and legitimate role in the school setting.

The model could be replicated in any school situation. It tends to be a necessary function in schools where the counselors are overloaded with scheduling needs and administrative duties. This model provides the school with a liaison person; someone who can meet the student's needs.

A partial answer to the suspension and discipline problems lies in the counseling area as compassion and understanding are integral factors in creating a positive school environment. From this Public High School experience, it has been ascertained that empathy deters school disruption, providing students with a sounding board to reflect their feelings. Tardies, cuts, and classroom misbehavior may all be expressions of anger directed toward the school. Students need an opportunity to deal with their anger. They need to have a chance to change that which is frustrating to them. Given this opportunity, destructive measures and office referrals may decrease, therefore, addressing and lowering the disproportionately high suspension rate of a high school.

Penalty Room

Incidence of Offense

First Quarter

GRADE	Black			White			Total		
	Population	Offenses	%	Population	Offenses	%	Population	Offenses	%
9	148	120	81.1	338	89	26.3	486	209	43.0
10	69	37	53.6	383	65	16.9	452	102	22.6
11	84	15	17.8	370	31	8.4	454	46	10.1
12	63	3	4.8	329	19	5.8	392	22	5.6
Total	364	175	48.1	1,420	204	14.4	1,784	379	21.2

Individual Students Placed in Penalty Room

GRADE	Black			White			Total		
	Population	Offenses	%	Population	Offenses	%	Population	Offenses	%
9	148	70	47.3	338	60	17.8	486	130	26.7
10	69	24	34.8	383	53	13.8	452	77	17.0
11	84	11	13.1	370	26	7.0	454	37	8.1
12	63	3	4.8	329	19	5.8	392	22	5.6
Total	364	108	29.7	1,420	158	11.1	1,784	266	14.9

Penalty Room

Incidence of Offense

Second Quarter

GRADE	Black			White			Total		
	Population	Offenses	%	Population	Offenses	%	Population	Offenses	%
9	148	101	68.2	338	91	26.9	486	192	39.5
10	69	19	27.5	383	33	8.6	452	52	11.5
11	84	8	9.5	370	30	8.1	454	38	8.4
12	63	6	9.5	329	12	3.6	392	18	4.6
Total	364	134	36.8	1,420	166	11.7	1,784	300	16.8

Individual Students Placed in Penalty Room

GRADE	Black			White			Total		
	Population	Offenses	%	Population	Offenses	%	Population	Offenses	%
9	148	70	47.3	338	67	19.8	486	137	28.2
10	69	15	21.7	383	29	7.6	452	44	9.7
11	84	8	9.5	370	26	7.0	454	34	7.5
12	63	5	7.9	329	12	3.6	392	17	4.3
Total	364	98	26.9	1,420	134	9.4	1,784	232	13.0

PENALTY ROOM OFFENSES

	BLACK						WHITE					
	1st		2nd		Total		1st		2nd		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Classroom Disruption	43	24.3	46	34.2	89	29.2	43	22.0	51	30.7	94	25.3
Cutting Class	46	26.1	29	21.3	75	24.7	50	24.0	59	35.6	109	29.3
Tardies	65	37.1	30	22.2	95	31.1	90	43.5	35	21.1	135	33.4
Teacher Disrespect			6	4.2	6	1.8						
Late to School			1	.7	1	.3						
Fighting	9	5.4	3	2.1	12	3.6						
No Book in Class			5	3.5	5	1.5			2	1.2	2	.6
Loitering/trespassing			2	1.4	2	.6						
Vulgarity/Profanity	1	.6	1	.7	2	.6						
Missed Vocational Bus			2	1.4	2	.6						
Not Dressed for Gym			1	.7	1	.3			1	.6	1	.3
Hat	1	.6	1	.7	2	.6						
Leaving Class Early	1	.6	3	2.1	4	1.2	8	4.0	9	5.4	17	4.5
Pre-Susp. Detention			1	.7	1	.3						
Smoking			1	.7	1	.3			1	.6	1	.3
Forged Note			1	.7	1	.3	1	.5			1	.3
Disobedience									2	1.2	2	.6
Working with Janitor Without Permission									1	.6	1	.3
Attempting to Break into Bookstore									2	1.2	2	.6
Lunchroom Misconduct	1	.6			1	.3			1	.6	1	.3
Parking Lot							3	1.5	2	1.2	5	1.5
Litter							1	.5			1	.3
Got Friend Out of Class	1	.6			1	.3						
Passing Note							1	.5			1	.3
Dress Code	1	.6			1	.3						
Radio	1	.6			1	.3						
No Information			1	.7	1	.3	1	.5			1	.3
Clean up Duty							2	1.0			2	.6
Cut Lunch							1	.5			1	.3
Parking Lot Speeding							2	1.0			2	.6
Talking in Library	1	.6			1	.3						
Classroom non-partic.	1	.6			1	.3	1	.5			1	.3
Hall Disturbance	2	1.2			2	.6						
Lying	1	.6			1	.3						
Totals	175	100	134	100	309	100	204	100	166	100	370	100

Student Concerns Project
Administrator's Evaluation

During the past school year the Student Concerns Project within your school has focused on the problem of student suspension. In your opinion how well did the project as conducted address the real issues involved in student suspension.

Average or above.

In your opinion what are the issues involved in student suspension not addressed by the Student Concerns Project within your school.

The field coordinator tried very diligently in working in the area of concern. In my opinion all of the concerns were addressed.

State the strong points of the Student Concerns Project in your school.

1. *The counselor was able to spend much more time with the problem children.*
2. *It gave the students a middle or neutral person to work out their problems.*

State the weak points of the Student Concerns Project in your school.

I wouldn't say there were any weak points. It is a job that needs to be continued.

State your overall evaluation of the Student Concerns Project as conducted in your school with respect to:

1) target population served

2) number of students served

3) program objective

4) program methodology

5) coordinator performance

Average or above

If the opportunity were available to continue the Student Concerns Project, would you choose to continue it?

Yes

If your choice would be to continue the Student Concerns Project in your school, state the changes and modifications you would make in its operation.

It would depend somewhat on the person(s) working on the project.

If your choice would be not to continue the project, state your reason for non-continuance.

No response.

PUBLIC HIGH SCHOOL B

Background

Public High School is a large institution of over 2,000 students in grades seven through twelve located in southwest Jefferson County, Kentucky. The local community is predominantly white, working class. Of the total school population, approximately 400 students are Black. About 320 of the Black students are bused to the school from a predominantly lower middle class area of west Louisville, while about 80 live around the area where the school is located.

Opposition to court ordered busing manifested itself in racial unrest in the community and spilled over into the high school. The second year of desegregation was a difficult year for the school; racial fighting within the school and anti-busing protests in the community and near the school made for a tense situation, one not conducive to adequate teaching and learning. These factors in both the community and in the school appeared to contribute greatly to the rather tense and quite volatile climate in the school.

Until recently there was little community involvement with the school, and this recent involvement has been concentrated in the arena of anti-busing protest. By early fall of the current school year there appeared to be newly formed interest in what was going on within the school. Unfortunately, tragic events had occurred which brought this about.

In November, 1977, racial fighting at the school alarmed both the white and Black communities. Parents of both races joined together and, with the assistance of the Human Relations Department of the school system, formed an ad hoc committee to determine the problems or factors contributing to the development of the climate of racial hostility, and to recommend solutions to the school administration. The committee's report was finished in March, 1978, but considerable opposition to the report came from the school faculty and administration. In spite of this opposition, many of the parents did not appear discouraged; instead, they appeared more anxious to get involved in the life of the school and in the educational process of their children.

In addition to the committee of parents, a group of students, called the Student Concerns Committee, was formed to act as a liaison between students and the school administration. They, too, drafted statements on what they considered to be problems in the school and made recommendations to the administration. Their efforts were first met with apparent openness, but later stipulations were placed on the recommendations which had earlier been accepted without reservation. For example, it was originally agreed that representatives of the Student Concerns Committee could attend faculty meetings; this was subsequently interpreted to mean students could attend faculty meetings if they had something to present to the faculty. The possible consequence of the perceived change in the administration's positions was a further loss of administrative credibility, and prompted one member of the student group to remark, "nothing has changed here."

The composition of the student body was perhaps a more obvious factor which tended to contribute to the problems in the school. White students outnumbered Black students about five to one. Consequently, when there was an election, Black candidates were hardly in contention. Greatly outnumbered by white students, Black students appeared to experience frustrations over being without representation in significant areas of school life.

Only after the racial fighting in November and the formation of the Student Concerns Committee was it proposed that a slate system be implemented. That would insure the election of Black students to significant student body offices. But opposition to this was voiced by white students, and some Black students were not supportive of the idea.

Development and Presentation of Rules

While the school climate remained basically unchanged, the rules changed often. The general population of the school possessed inadequate knowledge of the changes and rules. Administrators and teachers were given the responsibility of informing students, but no plan was developed to insure adequate presentation of this information. Teachers were asked to review the rules with the students at the beginning of the school year and to post printed rules in the classroom, but no student handbook was provided the students. Students were not, therefore, provided information on rules and rule changes in a manner approaching uniformity of presentation.

Teachers and other staff were not always aware of the rules, particularly when changes occurred. This writer is not aware of a time when changes in rules were ever formally presented to the faculty via a memo or some other written method. Word of mouth was the common method of presenting rule changes. Staff members were, however, provided printed rules at the beginning of the year and given an opportunity to make inquiries.

A few members of the faculty and administration comprised a group called the faculty senate, a policy recommending body whose recommendations were subject to administrative approval or rejection. This committee recommended some changes in the rules, but most changes made in the middle of the school year were made by the administration. And still there existed the information problem due to the absence of a uniform method of communicating rule changes to school staff.

Some staff members revealed a lack of understanding of rules; this could be due, in part, to this inadequate presentation of what is expected of students and the rights of students. One such poorly informed teacher, of several years experience, was unaware that students who were suspended were to be allowed to make up tests they missed while on suspension. Other faculty members were reportedly reluctant to allow previously suspended pupils opportunity to make up such work. Possibly, with better methods of providing information this sort of problem would not have occurred.

The Suspension Process

The staff at this local school appeared concerned that the school had the dubious distinction of being among those schools with extremely high rates of suspension. In an effort to better understand student suspensions, the Student Concerns Project focused its attention on numerous facets of student suspension, including the suspension process itself.

The logical place to start was the actual violation of the Jefferson County Public School Disciplinary Code. Once the alleged violator was taken to an assistant principal, or less frequently to the principal, the investigation of the circumstances surrounding the violation, hearing the student's defense, and disposition of the referral were in the administrator's hands. If it was determined that a student had committed a suspendable offense, the student was informed of what he had done and the length of his suspension. He was told that his parents would be notified, and, when possible the parents were contacted while the student was in the administrator's office. An official suspension form was then typed by a secretary from the notes provided her by the administrator. One copy of the form was mailed or, in some instances, hand-delivered by the student to the student's parents. Another copy was placed in the student's school file. A third copy went to the Office of Student Relations, and the final copy was sent to the Field Coordinator of the Student Concerns Project in the local school.

There were times when students were allowed to return to school early from suspension. This occurred frequently when a parent conference was held and the administrator was apparently satisfied that the parent was taking some interest in the student's behavior. But most suspended students were not allowed to return until the designated day typed on the suspension form.

Every student returning to school after being suspended came to the Field Coordinator of Student Concerns to receive a re-entry form which had to be signed by all the student's teachers and then returned to the Field Coordinator. On the day a student returned he was provided a re-entry session in which an opportunity was provided to explore feelings about the suspension, relate any unresolved issues, and develop strategies for keeping out of trouble. The student was also informed that he could make up tests he missed while on suspension.

There were times, however, when the Field Coordinator was not available to issue the re-entry forms. At such times assistant principals issued them and told the student to return them signed to the Field Coordinator.

Those students returning after being suspended to the Board usually re-entered by way of an assistant principal's office. From the administrator's office the student came to the Field Coordinator's office for the required re-entry form and to participate in the re-entry session.

Frequently the student who had committed an offense was referred to the office by a teacher or security person. Usually a referral form accompanied him if there was sufficient time after the violation to write one. Offenses such as fights were not frequently written up on referral forms because of the need for immediate intervention by a staff member, often an administrator or hall monitor. Referrals on a single student could accumulate and finally result in him being suspended because of the number of previous referrals.

Generally, all referrals for suspended offenses went to administrators, usually assistant principals. Re-entering students who had been suspended returned by way of the office of the Coordinator of Student Concerns for the required re-entry form. Suspendable offenses were interpreted to mean those designated as such in the Jefferson County Public School Disciplinary Code.

The Design

Assisted by limited information gathered over a six-week period of time spent prior to actually implementing a strategy for the reduction of suspension, this Student Concerns Coordinator began developing a definite model. A major part of the summer of 1977 was spent in this task which involved reviewing previously researched approaches to suspension reduction; conferences with school administrators, teachers, and counselors; meeting with Consortium staff and other field coordinators; writing; and negotiating and re-negotiating with school staff. Out of all this came a model which was further revised as the year went by, and which finally evolved into the current approach.

The Original Design

The program was originally designed to provide opportunities for students who had been suspended to make a smooth return to school, and for those who were excessively tardy to class or who were cutting class to resolve those problems which contributed to the attendance violations. The purpose was the reduction of discipline problems, and the use of suspension as a disciplinary tool. Emphases were placed on providing a re-entry procedure for students returning from suspension and reducing the number of students cutting class and those excessively tardy to their classes. Additional importance was placed on values clarification sessions and strategies for increasing student involvement in the life of the school. The plan was to provide workshops and conferences for parents and sessions for teachers who were interested in classroom management techniques. School counselors played a significant part in the original design; some of the counselors expressed interest in working with the Field Coordinator in the counseling sessions with students. It was decided that this would add a positive dimension to the program and could help make possible the continuation of the model beyond the termination of the Student Concerns project.

Evolution of the Final Model

Regardless of the perceived manageability of the model, the approach was subjected to some significant revisions. A primary concern was the emphasis. In actuality, there were three areas of emphasis, and all appeared to be of equal importance. Cutting classes, tardies, and suspensions were all worthy concerns and problems deserving considerable attention.

When a new federal project called Positive Alternatives to Suspension took up residence in November, 1977, some changes in the emphases took place; the new group began working almost entirely with students who were cutting classes. The Student Concerns Project, therefore, divided its time between students who were excessively tardy and those returning from suspension.

The original plan was to work extensively with parents in workshops and home contacts, but the new federal program had, as one of its components, a parent liaison to perform this function. The Student Concerns Project, therefore, coordinated its efforts with that person and worked primarily with parents of children in the Student Concerns Program.

After some time, the Student Concerns Coordinator realized that extensive workshops and values clarification sessions with students would require the sacrifice of time that might be spent working with students referred because of behavior related problems. Therefore, the decision was made to concentrate on direct service to students referred for tardiness and those returning from suspension. Values clarification, it was decided, would be incorporated with efforts to reduce the incidence of suspendable type behavior. Goal setting and contract learning techniques were employed in an effort to operationalize the counseling experience.

An additional facet of the work of the Positive Alternatives to Suspension Program helped render a change in an earlier proposed approach of the Student Concerns Project. The original model called for work with teachers, particularly in the area of classroom management. The new federal project provided staff for that specific purpose. Consequently, sessions with the faculty were limited to conferences about individual students, faculty meetings, and meetings of the faculty senate.

Early in the school year the Faculty Senate became influential in recommending policies and procedures. Since their work would obviously effect the student and disciplinary concerns, the project coordinator worked as closely as possible with them. This activity provided an opportunity for involvement in policy recommending, something heretofore not considered as an area of significant involvement for the coordinator.

The Faculty Senate also provided a mechanism through which the coordinator might present the model, receive any proposed changes, obtain feedback, and receive suggestions. But as the group became less involved in these tasks, there was an increase in the Field Coordinator's interaction with the administration which frequently made and changed procedures and policies without the Faculty Senate's consent. The effect of this was a decrease in faculty involvement in policy making. Additionally, communication with the faculty suffered as the flow of information to the faculty was hampered by the absence of a formal method of communicating pertinent information about policies and procedures. Therefore, the coordinator of the Student Concerns Project had to work more closely with the administration and try to stimulate sufficient enthusiasm for aspects of the Student Concerns Program so that official memorandums would flow from the hands of the administrators themselves.

There was probably no single event or circumstance which effected the evolution of the Student Concerns model more than did the unfortunate conflict which erupted at the school in November, 1977. Subsequent to this outbreak of racial fighting, a committee of students was formed and remained to function in a liaison capacity. The Student Concerns coordinator became co-sponsor of the group and helped to direct the committee. The eventual objective of the group was to work with administrators, teachers, and parents in developing a school discipline code and student handbook. In spite of being unable to accomplish this objective, the group became an effective instrument of change, one with great potential for constructive involvement in the life of the school.

The Student Concerns model, then, began a many faceted approach which endured numerous changes, both planned and unplanned.

The Final Model

What finally emerged was a workable model for this school setting. The purpose of the program was to provide opportunities for suspended students to make a smooth return to class, and for tardy students to resolve difficulties which were factors in their attendance problems. The expressed goal was to reduce the number of students being suspended and decrease the use of suspension as a disciplinary tool.

All students who returned from suspension re-entered through the office of the Field Coordinator. There they were counseled and asked to contract for a change in behavior. After being issued a "Return from Suspension" form, they were returned to their classes where they were to obtain signatures of their teachers on the forms. These forms were to be returned to the Field Coordinator at the end of the day.

Students who were excessively tardy to class were sent to the Field Coordinator. This was done either by a referral from a teacher or hall monitor or the student was brought to his office by a staff person after the student was found in the halls after the tardy bell had rung. Those in the halls after the tardy bell were taken to a special room, their names recorded, and those with six and seven tardies in a single quarter were taken to the Coordinator.

Once with the coordinator they were provided an opportunity to explore reasons for their tardiness and develop strategies for getting to classes on time. Frequently, students agreed to make written contracts for behavior change. These contracts consisted of simply written objectives which were attainable in a reasonably short period of time.

Bi-weekly meetings of the Student Concerns Committee composed of twenty students equally belanced along racial and sexual lines was an important and regular part of the model. Strategizing ways to obtain administrative and faculty recognition, planning for student activities, and developing ways to deal with tension among students were some of the committee's tasks.

After the close of the second quarter of the 1977-78 school year, still another component of the program emerged. In response to a need for an organized approach to resolve the escalating conflicts between students, the Student Concerns Project and the Positive Alternatives to Suspension program worked together to develop the approach to the problem. A classroom was designated as a resolution room and was staffed by members of the two projects. Students perceived to be in conflict, but before they actually fought, were taken to the room by school staff persons. At other times, the resolution staff were notified of the conflicts and one of the members brought the students to the area.

There in this resolution area they participated in a definite approach to conflict resolution until the problems were worked out. The objectives of the program were to reduce visible conflicts between students, to provide opportunities for students to resolve conflicts in a manner beneficial to all concerned, and to help students develop skills in resolving interpersonal conflicts without fighting.

It soon became apparent that if the program continued it would have to involve school staff. Therefore, counselors were given an opportunity to work in the resolution area and prepared to take over after the termination of the two federal programs. Administrators, counselors, and teachers appeared receptive and the future of the approach to student conflict resolution looked bright. The credibility of the Student Concerns Project appeared to become more positive.

Evaluation

The first quarter total numbers of students committing attendance related offenses who participated in the Student Concerns program was 320. This figure represented those students who were excessively tardy as well as those who were cutting classes, but no actual distinction was made between the two types of offenses. Instead, the offenses were viewed as attendance related problems and dealt with as such.

That same quarter, 227 students returned from suspension and took part in the program. A number of those who returned did not enter through the Field Coordinator's office; there were those who returned at times when the coordinator's attention was turned in other directions, e.g. conferences and collecting information. The heavy work load frequently prevented a rescheduling of students returning without conferences with the coordinator. During such times, assistant principals issued re-entry forms and may have delivered brief reprimands.

Instead of working with both class cutting and tardiness as in the first quarter, during the second quarter the program responded to the problem of tardiness to class. The number of students participating in the program was down; 248 students were counseled for being excessively tardy to class. The decrease was partly due to the other project taking over the cutting problems. An additional factor was an administrative decision to allow students to be tardy more times before being referred to the project. And finally, a number of days were missed by the students due to snow and this caused the figure to be not representative.

The total figure on those returning from suspension and participating in the program was also down due to the previously mentioned reasons; 118 students came into the program prior to actually re-entering classes.

Success Rate in Alleviating Student Problems

Of the 320 students seen the first quarter for attendance related offenses, only 96 returned. Seventy percent did not return to the program to participate in counseling for cutting or tardiness.

Only 62 of the suspended students who returned through the field coordinator were suspended on another occasion. This means that 73 percent of those participating in the Student Concerns Project were only suspended one time.

The second quarter only 26.6 percent returned for counseling for being excessively tardy to class. A success rate of 73.4 percent was an increase over the figure for the first quarter of the school year.

The success rate in the area of counseling students returning from suspension was also better than that of the first quarter; 77.2 percent did not return to participate in the program, nor were they suspended again.

Number of Suspensions During Project

There were a total of 474 students suspended during the first two quarters of the current year. Of that number, 241 (50.8%) were suspended only one time.

Students in Other Out-Of-Class Punishments

The obtaining of an accurate figure on how many students were subjected to out-of-class punitive measures besides suspension was not attempted. It can only be said that a number of students were placed on work details and detention after school. Most were given this in lieu of suspension. Offenses such as fighting where no injuries resulted were sometimes punishable by work detail. Frequently parents asked assistant principals to give detention to their children for cutting and being excessively tardy to class. It must be said that these measures were used less frequently than suspension.

Observational Information

On November 1, 1977, fights broke out at the school. About eight black male students and two white male students were involved in the first confrontation. Administrator A worked with two of the students who appeared to be rather involved in the fight; one Black male and one white male were given short-term suspensions. Administrator B worked with the other students after a second round of fighting erupted. Many of these students were suspended to the Board of Education. The two students who were given short-term suspensions by administrator A were subsequently suspended again, but for a longer period of time. About five of the eight or so Black students were relocated in other schools and thus, not permitted to re-enter the school where the fights had erupted. No white student was sent to another school for actions taken during the racial fights. One white student appeared to have incited the conflicts by pulling a fiberglass rod on a Black youth, but he soon re-entered his home school.

The above situation appears to illustrate unequal application of discipline of Black students. In addition, the emphasis is placed on overt behavior and not as much attention given to precipitating events. The situation, then, is viewed as both an example of unequal application of discipline as well as an indication of the process to deal with overt behaviors with no recognition of important conditions and behaviors which could precipitate the more obvious problems.

Another situation resulting in a fight occurred near the end of the second quarter. A white student who was trying to converse with some of his friends, verbally reprimanded a Black student who was nearby and in a conversation with another group of students. The reprimand charged that the Black student should be quiet. The white youth reportedly felt uncomfortable with the conversation of the Black students. This reprimand coupled with an accusation that the Black student pushed the white student angered the Black youth. After class the Black student engaged the other student in a physical confrontation.

Administrator B subsequently suspended the Black youth. Later the student was removed from the class in which the confrontation erupted. The white student was not disciplined in any way.

Here again is an additional indication of attention given to overt behavior at the apparent exclusion of other events and circumstances. There was little effort made on the part of administrator B to understand the events prior to the actual physical confrontation.

During the year, the researcher became aware that some students were referred to assistant principals for certain behaviors, but the students left with revised reasons for disciplinary action. Often the changes took the form of additional charges added to those on the referral form.

For example, in October, 1977, a student was sent to administrator B for disturbing the classroom, but the student did not report. This behavior was added to the report and the student was suspended for both offenses.

Another student was suspended by administrator B for being disobedient to a security guard. But when the student was told of the suspension, she refused to return to class for the remainder of the day. She was then suspended for disobedience. The final suspension was to the Board of Education.

In early January, 1978, a student came to administrator B for being disobedient to a teacher and class disruption, but after a conflict with the administrator, the charges of refusing to cooperate, withholding information on how to contact parents, and threatening the administrator were added. The result was a suspension to the Board of Education and a recommendation that he be enrolled in the Alternative School. This was carried out and the youth was sent to the special school for behavior problem students.

Still one further example involved a student referred for showing disrespect and disobedience to a teacher. A verbal confrontation erupted between the student and administrator B. The youth was then suspended and charged with being disrespectful and disobedient to the assistant principal and "exhibiting a poor attitude".

Effectiveness of the Model

The effectiveness of the model used at this local school can partially be determined by reference to whether it reduces suspensions, if it alleviates other problems, its positive side effects, and negative side effects. Even when these concerns are addressed properly, the result is only a partial evaluation of the effectiveness of the model; numerous variables affecting the model are extremely difficult to identify and measure.

It is fair to say that the model used in this school probably contributed to the reduction in the number of suspensions for the same period last school year.

A major side effect, as the Field Coordinator viewed it, was the increased desire of many of the students to consider several alternatives in problem solving. Students became interested in finding "no-lose" solutions to interpersonal problems; many of the students initiated contact with the Field Coordinator to get help in solving problems prior to actual physical confrontations.

The primary negative side effect resulted from unrealistic expectations. Administrators, counselors, and teachers appeared to expect the Field Coordinator to help solve most of the behavior problems of students and thus significantly decrease their problems in the classroom. The level of frustration of school personnel created a condition of unrealistic demands being placed on the Field Coordinator and the project. Consonant with this was the apparent desire on the part of the school staff and administration for the coordinator to take over some of their responsibilities and thus relieve them of some of their increasingly difficult tasks.

Overall Evaluation of the Model:

The final model designed to reach the objective of the reduction of student suspensions involved a single coordinator on the local school level. Although the work on the project was full-time for the coordinator, the job could have been done by two or three teachers or counselors working on the project part-time. Several staff persons could have worked on the project one period a day, an assignment given each person in lieu of one period of usual tasks.

Staff persons working in the project could continue the tasks outlined in the model; these would include counseling students referred for excessive tardies, working with students returning from suspension, and conducting conflict resolution sessions with students engaged in interpersonal conflicts. Such tasks could be accomplished by staff persons after limited training in conflict resolution strategy, values clarification, and contract learning. Much of this information and training could be obtained by working in the program and this could conceivably prepare staff persons at the local school to continue the project after the federal funding of the project ends.

Any school experiencing problems such as large numbers of student suspensions, student conflicts, and attendance related problems would be a good candidate for such a program. If well administered and staffed the approach could conceivably reduce discipline problems, attendance problems, and suspensions. Additionally, it could help improve student and staff morale and reduce incidents of conflicts between the two school groups.

The model appears workable in any school with problems which negatively affect the learning environment. The problem of staffing does not appear too great for most school staffing situations. Once a local school administration and faculty become open to different ways of dealing with discipline problems and less inclined to suspend and administer corporal punishment, such a model could reach near maximum effectiveness in dealing with current school problems.

Recommendations

Since the Student Concerns Project is not to continue after the current school year, certain recommendations are here being made. These recommendations should, if instituted, help produce a school climate more conducive to learning and teaching. They are as follows:

1. Continue counseling of students referred for attendance related offenses by using contract learning and goal setting techniques.
2. Reinstitute the conflict resolution room next year and staff it with teachers and/or counselors given the assignment in lieu of usual duties.
3. Develop a student handbook prior to the beginning of the school year.
    a. Form a committee of students, parents, teachers, counselors, and administrators to work on the handbook.
    b. Contents of the handbook to be subject to the committee's approval or rejection.

4. Conduct sessions on student rights and responsibilities at the beginning of the school year. This should include a study of the student handbook, the discipline code of Jefferson County Schools, recent Supreme Court decisions on student rights, and other sources of pertinent information.

5. Continuation of the Student Concerns Committee as liaison between the students and school administration.

    a. Obtain a representative group of students to meet with such bodies as the Faculty Senate and at faculty meetings.

    b. Monthly meeting of the committee and representatives from the administration and faculty to discuss school issues and find solutions to problems affecting the school community.

6. Institute Black studies to provide opportunities for Black students to learn of their past and present, set goals for their future and develop pride in their rich heritage.

7. Institute a slate system to insure the election of Black students to student body offices.

8. Help provide workshops for teachers and other staff in classroom management, cultural awareness, values clarification, rules and regulations of the Jefferson County Public Schools, student rights, rights of teachers, and other timely topics.

Student Concerns Project
Administrator's Evaluation

During the past school year the Student Concerns Project within your school has focused on the problem of student suspension. In your opinion how well did the project as conducted address the real issues involved in student suspension.

It is difficult to determine with any accuracy. We did show a reduced number of suspensions, but some of this was due to the work of the PATS team. However, I feel the Project made significant contributions to the reduction of suspensions.

In your opinion what are the issues involved in student suspension not addressed by the Student Concerns Project within your school.

Student cuts was the reason for most suspensions, and in such great numbers that one staff person had little opportunity to deal effectively with it.

State the strong points of the Student Concerns Project in your school.

The coordinator had both the time and the talent to develop positive relationships with students that enabled him to achieve better communications.

State the weak points of the Student Concerns Project in your school.

The lack of opportunity to do effective preventive work with students.

State your overall evaluation of the Student Concerns Project as conducted in your school with respect to:

1) target population served

2) number of students served

3) program objective

4) program methodology

5) coordinator performance

> *The coordinator was unable to adequately serve the targeted population because we used him too much of the time to react to incidents, thereby limiting the number of students served -- making it impossible to reach the program objective. His methodology was largely limited to one-on-one, and he performed more than adequately.*

If the opportunity were available to continue the Student Concerns Project, would you choose to continue it?

> *Yes*

If your choice would be to continue the Student Concerns Project in your school, state the changes and modifications you would make in its operation.

> *I think we would attempt to identify the target population earlier, and schedule more time for the coordinator to do group work aimed at changing attitudes.*

If your choice would be not to continue the project, state your reason for non-continuance.

> *No response.*

PUBLIC HIGH SCHOOL C

Public High School is located within the Louisville city limits, houses more than 2,000 students, an maintains a collective nostalgic sense of being "the best". Students who are involved in the school are encouraged to excel to make the school the best.

The location of the school allows easy access to areas that lure students off school grounds - 1) many students live within walking distance; 2) it is on the city bus line; 3) it is accessible to a fast food restaurant and a quick stop grocery store; 4) and there is an apartment complex nearby. All of this allows easy access to places for students to go when they cut.

Public High School can be characterized as a comprehensive high school attempting to meet the needs of a widely varied study body--male and female, Black and white, the intellectually able, and the physically handicapped. The school has a curriculum to serve the deaf, orthopedically handicapped, and learning disabled. Further, it can be stated that desegregated residential patterns within the school attendance area exempt this school from the desegregation plan.

If one could pinpoint built in failure agents in this school, surely size, the lack of manpower, and location are the three negative agents acting against the success of the school.

Description of the Suspension Process

To describe the suspension process(es) would be describing as many processes as there are offenses. Some offenses are treated as individual cases and the severity of discipline varies considerably by hour, by day, by administrator, and by teacher.

Formal rules, as outlined in the Uniform Conduct Student Code provided by the Jefferson County Board of Education, are strictly adhered to in some cases, but inconsistency is the rule rather than the exception. The rules are distributed to students at various times of the year. Plan for distributing the new discipline code called for having students sign their name on IBM sheets as proof that they had been given a copy. This process was designed to satisfy the school's responsibility to inform students of the rules. Other rules which identify suspendable offenses are developed and strictly enforced on the local level. Below are some examples of such rules in this school:

1. Students may be suspended for wearing a hat in the building.
2. Students who use public transportation and arrive at school after homeroom starts may be suspended for cutting homeroom if they come into the building via a side door.
3. Students may be suspended for going into the teachers' lounge.
4. Students who get to school after first period begins must sign in tardy and sit in a tardy room during that hour--missing whatever class is scheduled.

Most of the staff and students are familiar with rules and regulations. Just as some teachers strictly enforce the school policies and other teachers do not, so do some students adhere to the policies whereas other students do not. This inconsistency was identified as a problem and a "School Improvement Committee" was organized to write a plan for change. This committee labeled students and teachers as being "apathetic" for not enforcing and adhering to the Public High School's rules and regulations.

About twenty percent of the faculty refer discipline problems most frequently. These twenty percent make up about eighty percent of the referrals sent through the office per quarter. A small percent of the student population is referred often and are consistent repeaters throughout the school year. Students may be suspended ten times or more during the school year.

Students who do not conform to the mainstream are removed from the educational process. These students who need the extra help and motivation are not often given that opportunity. It is the mainstreamed students who are considered "good" students by teachers and they are also the ones who receive the attention of the teacher.

When a student reaches the assistant principal's office, he may be told that he or she is suspended, or the student may be asked to defend his referral then told he is suspended (depending on administrator, time of day, and the teacher referring). Sometimes the student knows the offense for which he is being suspended, but many times students do not. Administrators assume the student knows what his offenses are.

The next step is to call the parent. If a parent answers, he/she is advised of the suspension, "I am sending ________ home for ________, you may bring him back in _______ days."

If the parent is not at home the student is allowed to remain in school until closing then a letter is mailed home.

At least three cases were brought to the attention of the field coordinator in which the assistant principal called home to speak to the student to inform him that he was suspended and should stay home a specified number of additional days then return with parent. Once a student has remained out of school the required number of days, the student may be readmitted a number of ways:

1. The parent may call the school and the student may return alone to pick up an unexcused absent sheet from the assistant principal then return to class.

2. The parent may accompany the student back to the school, speak to the assistant principal, counselor, or teacher, and student picks up unexcused absent sheet from assistant principal--then returns to class.

3. The student may return alone to assistant principal's office at the beinning of day (7:00 - 7:30) pick up unexcused absent sheet and return to class.

Teacher referrals recommending suspension are usually given that disposition; however, it is common for certain teachers' recommendations to be honored. Teachers who have been at Public High School more than ten years get what they recommend. A sample of twenty suspension cases was examined by the field coordinator. Of these twenty cases, thirteen of the referrals which recommended suspension were initiated by teachers with eleven or more years seniority in the school.

Other informal rules which when violated have a consequence of suspension are:

1. Students must stay inside the cafeteria during their lunch hour, whether they eat or not. Being in the halls or outside the building is considered cutting.
2. Students caught in the halls the second after the bell rings is swept up in a "hall sweep". Color codes are assigned each period, only staff knows the code. (The hall sweep is always a surprise! The color code changes when the students catch on).
3. Students must sit in their assigned section (by grade) at pep assemblies.
4. Smoking in unauthorized area. (The originally designated smoking area is open seven minutes during each lunch period. Another area, new to the school, is open two minutes during period changes. This area is not visibly marked and many students become confused because the new two minutes area is the same as an old forbidden area.

Violation of formal and informal rules often lead to the denial of the right to an education. Suspended students often miss many days of class time which usually leads to failure for the student. According to Jefferson County Board of Education, students may make up work missed as a result of suspension, but 1) students must ask for make up work within a limited number of days following the day they returned from suspension (it is not the teacher's responsibility to give make up unless asked for); when asked how many days, most teachers say "as soon as possible;" 2) several classes are structured so that many times there is no work that can be made up; 3) after a specified number of absences and the student can't pass, he is often withdrawn and placed in study hall. If he is a behavior problem causing classroom disruptions, the teacher may request that the student be withdrawn from class and placed in study hall.

School Climate

The suspension process is related to school climate which varies from day to day. During the first quarter the school is very high spirited and many assemblies are scheduled during the football season. Blacks and whites in athletics spread the enthusiasm to both sides and many Blacks participate in the cheering sections during the assemblies. Others become involved and the principal, along with three Black males, students, and a Black female cheerleader usually lead the yells. Many cheers are labeled "soul" cheers and the rhythm of these cheers seem to appeal to Black students. Though they may not yell with other cheers, they will with soul cheers.

The overall general attitude of the students may be characterized by three groups identified as Tolerators, Ignorers, and Acceptors. The tolerators are a racially mixed group of students in all grades who seem to mind their own business; they get along well with everyone and do as much as they must to get by. They are usually volunteerers but they never are put into the limelight. They may be chosen to be teacher aides because they are the quietest in study hall and they mind their manners. Their recognition comes from following the rules, not because the rules are internalized, but they adhere to what they know is necessary for them to cope and stay in the mainstream. Tolerators may feel they are treated unjustly by the standards of the education system, but they would never complain, at least not to any authority figure. These students rarely disobey the rules, thus are seldom suspended. The normal disposition for tolerators who breaks some minor rule is detention.

The ignorers are quite an opposite group. They are the antagonists, the "agressive" students, the students most likely to get suspended. The ignorers are the school's assertive noncomformers. They exhibit no regard for rules and regulations, just or unjust. (They do not acknowledge any requirement to respect certain rules as necessary and good for all concerned). They do not fit into the middle class culture. Their lives are not like those of the people who control the school in which they must function for seven hours daily and they rebel for a number of reasons, and among them may be the following:

1. A Black ninth grader (either by age or failure), who cannot grasp the transition of being on top of the ladder (eighth) and coming to the bottom of an even more competitive hierachy.
2. Some may have low achievement, low concept, and low motivation because they have not been adequately prepared either mentally or academically for the years ahead (evidenced by low reading scores, social immaturity, possible EMH or LD).
3. The need for attention causes extreme behavior which is reinforced by some form of punishment.
4. His rebellion often causes him loss of an education when he is withdrawn from class and placed in a study hall.

The ignorer is withdrawn from class and placed in a study hall (as many as three) because of failing and disruptive behavior. He is often suspended for vulgar language, talking back, and not doing as told in the classroom. The ignorer displays a different set of values; he usually comes from low income families with one parent, or a step-parent may be involved.

Disrespect among ignorers, and between them and authority figures is often mutual. The faculty members who know the rules are in contact with ignorers more than faculty members who don't know the rules, so ignorers are referred repeatedly for disciplinary action. Ignorers are almost always found in low level basic classes. Teachers assigned to these low level classes teach the same classes for the year, thus a teacher may have a student in his/her class three times during one school year. These teachers demand that rules be followed and any violation results in suspension. The ignorers make up approximately one-half of the suspension rate because they are usually suspended several times.

The "accepters" are the most accepted student. They display a high sense of middle class values, are courteous, and most often leaders. The accepters are usually fairly mature and sophisticated in their defiance. These students are not suspended as much as the ignorers nor are they caught as often. They generally have good rapport with administrators and teachers; teachers are more likely to come to their defense if they think an accepter is in trouble. Accepters are more outgoing and establish good rapport with authority figures by becoming involved with clubs, student council, advanced program classes, athletics, sponsors and coaches. These students come from very success oriented homes where one or both parents might have a college education. Income level is generally higher. The mothers are often involved in PTA and active in school and community relations work. Accepters seldom fail classes, though they are usually enrolled in the advanced program or in the upper phase classes.

Though it cannot be scientifically documented, one can usually sense the mood of the school at the beginning of a particular day. When students first arrive at school, their attitude sometimes determines the climate for the day. At 7:00 a.m. if students gather in groups, talk loudly, carry radios, and wear hats, teachers react in a manner suggested by the following quote "another one of those days, you can tell." Students suspended during such days are, for the most part, suspended for offenses such as disruption, disobedience, and defiance, etc. If the trend is a low key mood at the beginning of the day, teacher attitude generally is "I can't face another day of these damn kids--it's too quiet, something is going to happen." Suspensions for that day may include verbal abuse or threats, disruptions, tardiness, or cuts. Observations of teachers on this type of quiet day indicate that teachers are defensive and cautious, thus referring students at the first perception of problems. On high spirited days, teachers appear to tolerate even less. Most referrals indicate that the slight resistance from students may actually end in personal feelings of teachers coming into play as they interact with students. This up and down climate serves as a negative reinforcer for those kids who "hate" school anyway. Student reactions can be catagorized as "This is silly, they're just picking on people today", or "yesterday he/she didn't say anything when everybody was doing it."

One of the strongest foundations of the school is the principal. His expectations are high--for his staff, students, athletes, and coaches. He has good rapport with the majority of his staff and no one seems interested in doing anything that would displease him. His interests seem to focus around overall smooth running of the school, special education, and the athletic program. School climate is also reflected in the inconsistencies of administrator attitudes.

The administration is composed of a principal, an assistant principal in charge of instruction, and two other assistant principals. In addition, Public High School has four counselors assigned to its staff. While the administrative team is racially integrated, the counseling staff is not.

Most referrals out of counselor A's office have dispositions of making or advising home contact. Counselor A accumulates a list of conferences on each repeater and pays special attention to them by getting parents involved in their student's problems.

Counselor B uses attendance slips, counseling, referral to outside agencies or home contact to solve the problems of assigned students and is the counselor most likely to counsel; the respect of many students has been gained by dealing with them as individuals. On several occasions this counselor has mentioned being frustrated by having to deal with paper work rather than talking to students. Social Service Agencies are utilized in several cases. This counselor has admitted having little patience dealing with students whose parents won't come to the school for a conference, and is most likely to refer students who need extra counseling to the field coordinator.

Counselor C talked of growing up dirt poor, and that this was evidence that there is no reason anybody should be poor if they are willing to work. This counselor almost seems to say, "All you have to do is conform and you can make it". This attitude reflects values that show up at other times. For example, the counselor said to the field coordinator, "I'm so sick of these insolent bitches ... I'm becoming a racial bigot so fast ... these Black kids are so demanding". Students have been suspended upon a referral from this counselor for disruption, using vulgar language, or talking back.

Counselor D spends little time dealing with student problems but takes pride in getting financial aid for students. "I got this school more money in financial aid than any other counselor in the state." At times there seems to be more enthusiasm about getting aid rather than who it benefitted. Cousnelor D is patient with Black advanced program students and works to get the "quota" of Blacks in, but sometimes ignores others who may have as much potential. U of L Medical School requested students with C average to begin training for medical assistant positions. They specifically requested minority students. Counselor D said, "we don't have any Blacks capable." The field coordinator found two vocational nursing students and a student interested in being an x-ray technician and sent them over.

As a result of having assumed guidance counselor responsibilities for many days, the field coordinator became sensitive to the frustrations of counselors. Between shuffling papers and talking to parents on the phone, little time is left to really communicate with students. All counselors have approximately twice the recommended student case load. Attitudes under this pressure sometimes can, and do, provoke problems with students when even the counselor doesn't have time to listen to a student. Students seem to feel that they are there but no one cares, and further, that they have no rights. This tension makes for a highly tense day.

Assistant Principals are under pressure to deal with their job, their primary job and their secondary jobs. Many students are suspended because assistant principals feel that is what is expected from the person doing the referring. To keep things running smoothly, let them be someone else's problem for a few days. Principal A, whose responsibilities are instruction, is most likely to be the neutral party in any case. He is most likely to give a student the benefit of a doubt. He has his own probation system whereas students answer directly to him until they show improvement in their behavior. This prevents suspensions unless the student commits the same offense while under his probation.

Principal B, a Black male, does his job in light of expectations that, since he's Black, he should give Black students a "break." He gave breaks but many students took advantage of it. He shared with the field coordinator, "the scene shifts in the afternoon--more whites are suspended. Blacks are inside messing up, whites take their stuff outside." After giving the field coordinator suspension forms he made the comment--"we're reducing the disproportionate, gotta keep my balance. If I have to suspend them the same rules apply to everybody. This institutional stuff is getting to me. I'm tired of playing Godfather." Field coordinator observed cases where this assistant principal did and did not act fairly in cases involving students. Field coordinator has also observed cases where others did and did not act fairly in cases involving this assistant principal. Reactions of the field coordinator was that the assistant principal was reasonably protecting himself and his job.

Principal C recognizes incompetence within the staff and often comments on actions of teachers. "That teacher isn't going to have a class if she keeps sending them to study hall. She keeps referring and I keep taking them out."

One gets the feeling that this principal perceives himself as principal B, a victim of his job--caught between what he believes is right and what he believes is expected of him.

Original Design

The first six weeks were spent in an effort to address tardiness and class cuts. Referrals were made by all teachers after a student had been tardy (as a warning). Contact was made with the student. A letter was sent to the parents as a cooperative effort of promoting school/community relationships. A second referral on any student resulted in a conference with student and field coordinator at which time some workable plan was negotiated to change the student's behavior. Conferences made use of many available resources--assistant principals, counselors, teachers, social service agencies, truant officer, and alternative programs (time out, PATS, etc.) throughout the system.

Another part of the field coordinator's duties involved presenting problem solving strategies in Tardy Seminars. Responsibilities also included dealing with referrals for other offenses from assistant principals and counselors. The field coordinator also attempted to negotiate change strategies with the student, and to make referrals to outside agencies which might be able to meet other needs of individual students.

After the arrival of the Positive Alternatives to Suspension Team (PATS) the responsibilities of field coordinator started to change. The PATS program objective was the same as Student Concerns--only they had no structured plan and asked to build off resources which the field coordinator had already established. While encouraging a cooperative effort, the field coordinator discouraged replication of the peer group model. The field coordinator advised members of the PATS team and worked with the team in other ways, but would not run the Peer Clinic (original model) as a part of the PATS program.

The field coordinator continued to implement the Peer Clinic by identifying and training peer leaders. Not all students who signed up for tutoring actually wanted help with classwork. Some students sought help of a counseling nature. The Peer Clinic began with Human Relations training meetings. Overall, the peer leader training involved teaching students to relate to other students in a helpful manner.

Although the field coordinator stopped getting referrals from the assistant principal for a month or so, referrals continued from teachers and counselors. Most of the students assigned to the field coordinator were behavior problems rather than attendance problems. During counseling sessions it became apparent that some students had problems which the school had neither time, skill, nor resources to address. Contacts with appropriate social service agencies were made on behalf of these students. These contacts involved working with social workers, juvenile court lawyers, probation officers, and, in many cases, private psychiatrists and psychologists. Drug abuse, child abuse or neglect, family counseling cases, runaways, and general emotional disturbances of parent and/or child are examples of problems which suggested the need for such services.

The field coordinator's initial role was perceived as Discipline Counselor and correspondence was received from assistant principals and teachers bearing that title. Several appearances in court advocating the rights of the students resulted in even another perception of the role. A call from a social worker with Protective Services, who had heard about the field coordinator from other agencies, labeled it as "Trouble-Shooter." Each of the administrators in this school perceived the role of the field coordinator a little differently, but each seemed to be very supportive of the mission and intent of the Student Concerns Project.

Evolution

Originally, the peer counseling model was chosen because of the pride and spirit in the school, but when more severe cases than cuts and tardies were referred to the field coordinator, it seemed advisable to consult with agencies outside of the school system. As a result of referring as many as fifteen to twenty students per week, much time became involved in reinforcing what a particular agency was doing and providing feedback to both the agency and to school personnel. Once a case was under way, the agency representative was advised to contact the grade level counselor for that student, thus allowing some of the responsibility to fall back on the school and at the same time familiarizing the staff with agencies they can use for other cases.

Another service as part of the model was to train in the classroom. This was done with classroom meetings and value clarification group exercises. The field coordinator started in classrooms of teachers who were already referring. The idea generated itself and before long other teachers began asking for group activities with their students. Word of mouth was one of the field coordinator's most useful tools in being accepted by teachers and in getting their cooperation.

As social workers and agencies started coming into the school, the field coordinator began including assistant principals and counselors in conferences. At this point referrals from assistant principals increased and many of those were situations needing outside help. Once the field coordinator became involved in agencies outside the school, word of mouth again worked in her behalf as other agencies began contacting her about students assigned to them by parents, churches, etc. The field coordinator became a liaison person in these cases and coordinator for the ones she initially referred.

Final Design

The final design became a combination of peer counseling and peer tutoring in addition to referral services. In terms of cooperation and support, the field coordinator felt more support with students who had others (agencies, courts, parents, etc.) working in conjunction with the school--for example, a student who was involved with Truancy Court was less likely to be suspended if there was someone outside the school to speak in his behalf. Assistant principals would call an agency rather than suspend immediately, but the student whose parent was working during the day and could not come to the school was often suspended immediately if there was no one to "assume the responsibility". Being aware of this attitude, the field coordinator encouraged parents to come in on even minor offenses. Again the field coordinator found herself in coordinator role--putting people in contact with those who might make a difference in suspension and detention. At the same time the field coordinator's name and school number appeared on suspension forms. Therefore, parents contacted the field coordinator for conferences before sending or bringing the student back to school.

Observational Information

Listed below are offenses which resulted in suspension. These offenses are representive of those which occurred at Public High School.

1. Refused to go to detention hall.
2. Corrected student and pointed finger at him. He said, "Don't put your finger in my face. I don't need you to tell me what to do with your finger in my face."
3. Direct disobedience, refused to go in cafeteria.
4. Disturbs class, detrimental influence on other students. I recommend he be removed from class unless he sits in his seat and works if I tell him to.
5. Very negative attitude, does nothing in class, pretends he doesn't understand classwork. *EMH
6. Cannot do what he is told to do. I don't have time to correct a person twice.
7. Disruptive, defiant. Had to ask him to remove his hat four or five times. He stole some plastic from me and lined his hat with it.
8. Uses loud and abusive language in class. Warned about this twice but he thinks he doesn't have to do what I tell him. I'm tired of his stuff.
9. Refused to take hat off. Asked him three or four times but he ignored me all three times.
10. Talking out, disruptive, talking silly talk.

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*Referral was initiated by an EMH teacher.

11. Tampering with my prize bulletin board. Is constantly messing with things--real sneaky. Refused to stay after school after I was nice enough to give him a choice of that or suspension.

    *Note: The field coordinator visited the classroom to see the prize bulletin board and to inform the teacher that the student had been suspended at her request. Student had taken tacks off that held the felt to the board. Bulletin board not destroyed. "I spend a lot of time putting it up each year--should last all year long..but they're disrespectful and don't think about things like that."

12. Talking out, laughing in class, acting silly, saying silly things about teacher.

13. Can't do what she is asked to do. Has no respect for authority figures. Will not be quiet during announcements.

14. Smart aleck. Disrespectful. Won't stay in his seat or keep his hands off things that don't concern him. Messing with kids in class.

15. Ruins class, laughing, talks, disturbs, must call her down at least three times each class period. Showing out for Black boys.

16. Talking back to teacher, refused to tell me her name. Willful disobedience.

Resulting disposition is indicated after each of the following referral offenses:

1. Destruction of school property, broke annex window - pay for repairs.

2. Tearing page out of brand new civics book--state owned. Destruction of school property - detention.

3. I caught him tearing down school decorations. When I caught him he took a pencil and started writing on the wall pretending he wasn't doing anything - suspension to Board of Education.

4. Caught by monitor writing on bathroom wall. Her name is written in ink. Damaging school property - must wash all walls during detention time today.

5. Writing on desk - detention.

6. Talking back to teacher. She used very vulgar language - suspension.

7. Disrespectful, called me a mother fucker - suspension.

8. Told me to fuck off after I told her she couldn't sit beside another girl - detention.

9. Called me an off color name - PATS.

10. Abusive language, called another student a bitch - detention.

There is no one particular automatic suspendable offense. Any suspendable offense can be treated as a minor offense depending on the atmosphere of the day, the referring teacher, and/or the administrator handling the case. Conversely a minor offense may warrant board suspension. The following example illustrates a kind of inconsistency operative in the school.

8:03 a.m. - A hall guard saw a white male student rolling a marijuana cigarette on school grounds. When the student realized that he had been observed, he threw the marijuana down on the steps. The hall guard brought the student in to one assistant principal who searched the student and found cigarette papers. The student's parents were contacted; the student was referred to the field coordinator. After counseling, he wrote a contract and returned to his classes.

1:15 p.m. (that same day): A Black male student was found outside the annex with a marijuana cigarette. He was brought to the same assistant principal by a hall guard. The assistant principal called the police, not the student's parents, and had the police search the student and his locker. Two marijuana cigarettes were found, and the assistant principal told the police to take the student away. This student was suspended to the Board of Education.

In terms of attributes of students most often suspended, there are some certain conditions where teachers recommend suspension. Many teachers even admit that they provoke students into suspension by letting personal feelings come into play. Referral forms from these teachers consistently carry the word or phrases such as "refused after I told," or "disobedient and defiant".

The following incident involves a white, female teacher and an eleventh grade Black male student.

The student had a balloon. The teacher asked that he put it away and go on to class.

Student responds: "There's my class (right beside the teacher), I won't be late".

Teacher - Well, give me the balloon then.

Student - It's not bothering anybody, I'm going to class. Starts to walk off.

Assistant Principal A walks up. Sees incident.

Teacher - Give me that balloon.

Student - Turns, sees Assistant Principal. Do you want it, Mr.___.

Assistant Principal - No, Mrs. ___ does.

Student turns and walks in class.

Teacher - You come here.

Teacher in classroom - You want him. Hey, student, get out there. Student gives balloon to someone in class and walks back into hall. Teacher is crying.

Assistant Principal - Don't you think you owe Mrs. ___ an apology?

Student - No, I didn't do anything to her.

Teacher - Are you going to apologize. You heard me say, "give me that balloon."

Student - You said put it away and go to class. I offered it to Mr. ___, but he didn't want it so I went to class.

Assistant Principal - Come with me. Gave him two swats, sent him to class.

At lunch - 11:06; this teacher is still crying and talking about have a bad day.

Field coordinator asked why. She explains incident (above).

Teacher - All he got was two swats and Mr. ___ stood there and watched me be humiliated. Didn't even suspend him.

Field coordinator - So are you saying you're upset that the student wasn't suspended or you're upset that Mr. ___ didn't support you more.

Teacher - It's Mr. ___. He just stood there.

Field Coordinator - So you feel like you need to confront Mr. ___ instead of student since he's already been disciplined.

Teacher - Yes, I'm going to talk to Mr. ___ and tell him it wasn't fair. Will you sit in on conference?

The following incident involved a white teacher who called a Black student "nigger". The name calling occurred when a Black student walked out of the cafeteria before the bell. The teacher is reported to have touched the student and said , "Get back in there, nigger".

The student responded, "Don't put your hands on me, white lady".

When this exchange was reported to the assistant principal, he suggested that both the student and the teacher were wrong. Further, since Black students call each other "nigger" all the time, he saw no real harm. The incident created rumors and hostility among the students so the field coordinator called the student's mother and suggested that a conference be arranged to address the matter. The principal later told the field coordinator to ignore any future rumors because he had taken care of the matter. The student's mother did, however, arrange for a conference which took place three days later in the principal's office. A representative from the state chapter of the Southern Christian Leadership Conference (SCLC) accompanied the mother and the student. The principal, who had called the field coordinator in on the conference, started by stating that the teacher had admitted being wrong and had apologized to the student.

The student involved was asked into the conference and related the initial name calling incident. When asked if the teacher had apologized, the student answered, "She called me into her room and asked if I had told my parents. When I said no, she said that I shouldn't tell them and that she was wrong for calling me that name."

The teacher was then asked to join the conference. Her version of the name calling incident was essentially the same as the students. She claimed that she had apologized and denied telling the student to keep the incident from his parents. When the student insisted that this was so, the teacher gave in saying, "Okay, okay."

The representative from the SCLC asked that a letter citing the incident be placed in the teacher's personnel file. The principal responded by saying that he would think about it. Two weeks later the principal showed the field coordinator such a letter which stated that the teacher had "accidentally called a student a derogatory name."

Teachers may be excused when they behave inappropriately, but the following incident causes one to doubt that a student might ever be forgiven. A teacher had referred a Black male, tenth grade student to the field coordinator. After working up a contract with the student, a follow-up conference with the teacher revealed that the student had, indeed, changed his behavior. The teacher characterized the student's current behavior as "wierd", and went on to explain:

> Well, yesterday he offered to carry my tray in the lunchroom. Now he answers in class and always brings his books. And he always acts like he knows what the stories are about, well, he gave the introduction to the short story Friday, I know he had to read it to know it. He's just so polite it scares me, I get up after class and go in the hall when the bell rings, I'm afraid he might be up to something. One day he came back after everybody left between classes and I got up and walked toward the door--he came on in the room anyway and when I stayed by the door. I asked him what do you want; I know you don't like class that much to come back already after all you've cut. He said he wanted to ask me a question, so I said here I am ask me. He said he forgot and started to walk out then said I'll think of it and tell you. Have a good day, then ran out the door. I'm afraid he's going to do something to me. You know these young boys how sex crazy they are. He doesn't even bring his hat in class anymore. It's strange.

The principal walked in on this conference and later contributed the following statement. "You have to watch these boys. They're at that age and get crushes on their teachers. Have to watch them." The teacher then admitted that she was afraid that the politeness and classroom participation could be a front to get her off guard, then the student might rape her, "or something".

Several examples regarding Black students and their involvement in the educational program also came to the attention of the field coordinator. One teacher was discussing her third period class with other teachers in the lounge. She said, "I had a class full of dummies -- 23 Blacks and two whites. You should have seen those two whites getting to the office to get their schedules changed. I gave them passes and told them to go on."

In another case, a counselor wanted to deny a Black student the honor of graduating with an advanced program diploma because the student had not taken all advanced program electives. Though the student was one of only 25 Black students enrolled in the program (total enrollment = 119), and had maintained a 3.6 average which placed him in the top 25 of his graduating class; and though the rules do not specifically require taking all advanced program electives, the counselor insisted, "Don't you know he took an art elective; he said it was to help him with humanities next quarter. It was an hour he didn't have to work. You know how lazy these Blacks are."

Effectiveness of Design

Peer counseling and referral to other agencies was effective for many students at this school. Many peer related problems were easily solved by peer counseling whereas any authoritarian intervention might have elevated the problem or introduced new variables. An interesting example is a case involving a Black male tenth grade student who was having problems with his girlfriend. The girl would humiliate and exploit the boy in front of his peers. The field coordinator assigned a Black male peer counselor to work with the boy and a Black female to work with the girl. The girlfriend eventually apologized to the boy, and their relationship continued without those aspects which would inevitably lead to some kind of disruption and suspension.

Not only did it help to solve problems, but peer counseling gave those students involved a feeling of self-worth. Many commented that they were learning to deal with their own problems through learning to help others and also felt they were making some contribution in helping the school to become a better place. Some students counseled by the field coordinator related that they had not been suspended, or suspended only once; some returned to report some incident which counseling had helped them deal with more effectively. Students also seemed anxious to report academic successes such as passing a test or a class, or being able to read aloud in class without embarrassment.

Certain limitations prohibited a total full-time tutoring program (space, available tutors when needed, tutors to match advanced courses, etc.), but many students did benefit from the service as well as did tutors whose comments included:

1. I've learned to outline chapters since I've been a tutor.
2. I feel useful getting out of study hall and helping someone else.
3. Doing this makes me not want to cut study hall.
4. I feel good about myself when I help others.

Referral services have provided perhaps more feedback from parents than any other phase of the model. Parents who called or came in reported that they were not aware of such services or agencies or didn't know that a certain agency helped with home/school problems. One parent stated that she and the children were learning to deal with an alcoholic parent and had reduced other problems in the home which affect students at school. One mother had never heard of Beyond Control Petitions and was glad to use it to help her two teenage delinquents.

Feedback from school was quite positive. Peer counseling was not as obvious as other services since no "formal peer counseling program" was so structured as a part of school services. Many teachers were not aware of the service. Many students became aware of the program only when they came to the field coordinator's office.

Peer Clinic model did reduce the chances of a student being suspended, but perhaps because principals are responsible for the ultimate decision, the model did not reduce the suspension rate. Many repeaters who came through the program were not suspended as often, but the model itself did not cover every suspendable offense, and in many cases the model was not offered to the student as an alternative to suspension.

The model did act to alleviate some problems. Peer counseling often prevented the student from being referred from the classroom. If a peer counselor was in the classroom where a disruption was taking place, depending on the severity of the problem, a peer counselor and the disruptive student(s) could step outside the room and discuss the problem. The approach taught was not "she's wrong, you're right", but "these things can cause the immediate problem to get bigger", or that "it is the teachers who make final decision", "what are you doing to make her react that way", "what can you do to change or stop it". From a retrospective point of view, the field coordinator taught coping strategies. Chances of students getting the rules changed were limited, the next best logical approach was to know rights and responsibilities and be able to function within that framework. Peer counselors acted to "model" behavior in and out of class. Many students who wore hats, used foul language or lagged in the halls between bells were encouraged not to set themselves up for trouble by peers. Many students responded to peer pressure, some did not.

Peer counseling was effective especially for teachers who had peer counselors in their class and those peer counselors offered to intervene during some student-teacher confrontation. Some teachers began referring students they thought would make good counselors and also those students with problems they felt could be solved by another student. Another positive aspect of the program rests in the fact that the students had an opportunity to make new and different friends. Peer tutoring achieved many of these same positive effects but added a new dimension when behavior problem students were given access to a link which helped them become successful in school. Tutors were taught to teach study skills and to encourage positive self concepts. Many students who were disruptive because of learning disabilities (or handicaps) experienced a new feeling of self worth. One LD student (white male, ninth grade) who was still in regular classes, reported that "he didn't feel dumb anymore" as he could keep up with the class. Another student (Black male, ninth grade) said he could work on task longer since he knew how to study. Tutors perceived themselves more positively when placed in a helping capacity; some of them improved their grades as well.

Perhaps the most effective phase of the model in alleviating problems was referral to outside agencies. One assistant principal volunteered:

> "When I know there is someone else out there working with me, I don't mind taking the time but when its just me and the student, I feel as if I'm beating my head against a brick wall."

Referral services produced two very important positive effects.

1. The student was referred out of the school before suspension, and if a discipline referral was in process, the assistant principals and counselors would delay action until they heard from referral agency.
2. Use of referral agencies increased tolerance of school officials in dealing with that student in establishing cooperation between home/school or agency/school. If parent couldn't come, social worker could.

As the field coordinator, it was encouraging to know that some one from the outside could act as an advocate for the student when the field coordinator couldn't.

As in every effort, negative side effects can and did occur. Some teachers, who later found out a student had been counseled by peers, felt intimidated that a student could solve a problem that they, as authority figures, could not or did not handle. The most negative of side effects resulted from the limitations of selection of and access to peer tutors. Many students in study halls are "tolerators" and interested only in minding their own business, and for a variety of reasons, do not relate well to behavior problem students. Most teachers who refer students for discipline want action taken and often recommend some specific disposition. Many students who would have benefited from the program were referred after the suspension, when peer counseling would be least effective.

As in almost any program many students who came to serve as tutors or be tutored came with a hidden agenda (usually to get out of study hall), and these students had to be screened out. In most of these cases the students were attendance problems and cut study hall time when tutoring was available. Another limitation evolved around space and presence. Some times space conducive to tutoring had to be searched for and sometimes it was not available at all. Becoming involved with outside agencies also reduce the field coordinator's time to supervise these students.

The only real negative force confronted in working with outside agencies involved referrals made to one office, but because of home address of the student, assigned to another district office. This did cause some confusion and problems in keeping up with certain cases. In this same type case, some branch offices became more involved than others and some feedback reported only minimal contact with the student.

Recommendations

1. Parent groups and advocacy organizations form a coalition to write a Student's Bill of Rights.
2. Require that state level enforce a law specifying a maximum number of days students can be suspended during the school year.
3. Inform teachers about social service agencies. Provide in-service training on services available so that they may be used as an alternative to suspension.
4. Many Black parents feel intimidated going to school talking to white administrators and counselors. When parents call the school to see if their child is in class, secretaries answering can say he was or was not in homeroom, but don't know about the class and there is no way to tell. They could look up schedule and call the teacher, but that "is not a part of their responsibility." Training for parents to inform them of school policies and on how to get help for their children is indicated.

Student Concerns Project
Administrator's Evaluation

During the past school year the Student Concerns Project within your school has focused on the problem of student suspension. In your opinion how well did the project as conducted address the real issues involved in student suspension.

> *The real issue involving student suspension often were home related problems. However, the Student Concerns coordinator dealt with the situation through Peer Clinics and an extensive referral system to other agencies designed to meet the needs of the student and total family. Follow-ups were also essential to the concern project.*

In your opinion what are the issues involved in student suspension not addressed by the Student Concerns Project within your school.

> *Institutional rules and regulations; full time advocate of student rights.*

State the strong points of the Student Concerns Project in your school.

> *Referral system to other Social Agencies; tutoring; counseling and peer counseling; recommendations for testing and placements; flexibility and availability; home visits; limited office space not conducive to private conferences, counseling, or tutoring.*

State the weak points of the Student Concerns Project in your school.

> *The weak point of the Student Concerns Project in our school was that there was only one staff person.*

State your overall evaluation of the Student Concerns Project as conducted in your school with respect to:

1) target population served

2) number of students served

3) program objective

4) program methodology

5) coordinator performance

1) 9th grade low income Blacks and whites.

2) limited number served because most were repeaters for several offenses.

3) program objective was to promote better self-image to be used to offer feedback to their peers.

4) proper office space limitation of students who could be referred to program.

5) highly successful with students and families she worked with.

If the opportunity were available to continue the Student Concerns Project, would you choose to continue it?

Yes, the program eliminated problems in many cases.

If your choice would be to continue the Student Concerns Project in your school, state the changes and modifications you would make in its operation.

Offer larger office space for privacy; also possible structured tutoring program with more involvement of teachers.

If your choice would be not to continue the project, state your reason for non-continuance.

No response.

PUBLIC HIGH SCHOOL D

Introduction

Public High School includes grades 9-12; the junior high, in an attached wing, includes grades 7-8. The school community is, in many ways, in a fortunate geographic location. It has its own identity as a small community (although expanding) and at the same time has the advantage of the resources of the larger metropolitan community. In close proximity also are neighboring communities of comparable size.

There is evidence of a tradition of community spirit and interest in the school. The local Women's Club organized and federated in 1955 to serve the school and the community. The club has on its list of past projects the following: $200 college scholarship, $25 bond to senior showing most progress in home economics, a Valentine party for the elementary school, purchases of tapes, records, basketball uniforms, etc.

The principal indicated that in 1963 "we had an enrollment of 1,587 in grades 7-12. Seventy-one percent of the graduating seniors at that time attended Public High School all of the six years. Today fifty-three percent of the seniors have been here for six years (1975-76 year)."

The enrollment is approximately 2,000 students, nineteen percent of which are Black students. This represents a substantial increase in Black enrollment as a result of the desegregation order.

The racial make up of the staff is eighty-eight percent white, twelve percent Black. The principal is a white male and the three assistant principals, one Black and two white, are also males. There are four counselors--two white males and two white females.

Counselor - A counsels
Counselor - B counsels
Counselor - C counsels
Counselor - D counsels

School Climate

Any attempt to understand the school environment must first begin with an analysis of the social network that converges in the school.

In a self-study for the Southern Association of Secondary Schools, a committee of counselors and teachers wrote, "What was part of the few operating farms ten years ago now is both residential and partial commercial property."

A parent questionnaire indicated that most fathers worked in industry and most mothers were not employed outside the home. The second highest occupation for men was "sales", and for women "self employed" and "working at home." The third highest for both men and women was "professional". The majority of parents responded that their highest level of education was high school.

The occupational opportunities available to students are numerous and varied. For example, Ford Motor Co., Jeffersontown Industrial Park, and stores in the community have hired many former students.

In a questionnaire administered to the 1975 senior class:

15% planned to enter service categories,
7% industry,
2% education,
6% construction, etc.
14% health

There was no mention of the intentions of the remaining fifty percent.

It appears only a few parents of both Black and white students visit the school periodically. Several times during the year white mothers test eyes, ears, and bring cake and punch for the teacher's annual 2:30 - 3:00 Christmas party. For the most part, Black and white parents who are involved with the school are seen entering or exiting the assistant principal's office, before or after a discussion of their child's suspension or notice to suspend.

A process which the coordinator initiated to reduce suspensions for tardiness serves to illustrate the urgent need for improved communication between parents and the school.

Students arriving after the 7:30 tone have to sign in on a sheet designed for this purpose. Their names, dates, times, and reasons are filed.

Using this file as a reference, letters were sent to the parents of students who had accumulated three or more tardies, asking the parents to contact the school to discuss how this problem could best be resolved.

> Parent A called coordinator. "I was aware of two tardies but not aware of three others ... assurance it will stop."
>
> Parent B--phone conversation. "The school doesn't mind students being late to home room does it?" This parent also thought eleventh graders receive grades later in the month. Grades had been out for ten days.
>
> Parent C--Until receiving the letter regarding tardies, parent thought the school would not list children as tardy since it was the bus driver's late arrival that made them late. An error had been made and the cards were not marked "excused".
>
> Parent D--daughter was tardy because she had been leaving late to bring her, and thus should not go on her daughter's record. She did not know that nine tardies warranted a one day suspension.
>
> Parent E--just learned that her son had been absent from school for three weeks. "You're just passing the buck (to counselor), there should be somebody who cares enough to let a parent know before she finds out by accident that a student is not at school."
>
> Parent F--came for parent conference with assistant principal following a suspension written on her son. "This is the first time I've been to this school. I have children in four other schools and I've been to them but not here." (Son has been suspended six times in last two quarters). She had never seen the student handbook.

In the spring of 1978, a parent activity coordinator charged with increasing parental involvement called, sent letters, and extended personal invitations to parents to attend an informal discussion group. The topic was to be the new discipline code. Not one parent showed up.

Principal-faculty relationships appear to be minimal. The principal's office is located on the ground level and only a small percent of teachers are observed to enter and leave casually. His comments and responses are brief, and to the point. Lounge chatter has it that his definition of "human relations" is finding out who's boss and do what he says."

The principal does appear to be concerned about student suspensions in School D. In response to a request to have his staff participate in two afternoon sessions on discipline he read the proposal, revised it, and cooperated fully. He has expressed on several occasions privately and to his staff as a whole his desire to work on strategies to reduce the occurrence of suspendable behavior.

There are three assistant principals. Two are responsible for discipline with the third responsible for course offerings and other curriculum matters. Since assistant principal A's disciplinary responsibility for grades 9-12 proved to be an extreme overload, grades 11 and 12 were re-assigned to the principal.

Description of the Suspension Process

A student enters the suspension process in one of several possible ways. Suspendable behavior may be observed directly in the classrooms, halls, restrooms, court yard, or indirectly by reviewing tardy cards in the office. The decision to suspend is made by one of two assistant principals or the principal.

The following is an illustration of a typical incident resulting in suspension.

A teacher requests a Black female to remove her gray hat that's stylishly coordinated with her red and grey goucho's.

"No, it goes with my outfit," is the student's response.

The teacher reminds her that *no* student, male or female, is allowed to wear a hat inside the school.

When the student doesn't respond, the teacher removes the hat. The student frankly expresses what she thinks of the rule, the teacher, and the school.

> "You make me sick with all these damn rules. You just made the rule about hats because we're (Blacks) the only one that wears em".

The student and teacher exchange words over the incident. Angrily, the teacher sends the student to the assistant principal's office with the following note.

> (Student) refused to remove her hat when I told her to and became very angry when I corrected her. I cannot allow this type of disobedience in my classroom.

In the office of an assistant principal, the student was questioned about the incident. She also had other referrals read to her; they include incidents of cuts and tardies. This report seemed to make the student even more hostile, and she engaged the assistant principal in a verbal exchange.

Finally the assistant principal offered her three swats or one day suspension. She chose suspension. A phone call to the student's home resulted in no answer; the assistant principal then wrote the suspension notice which read:

Student's Name	3-6-78	Grade 9
Parent of Student	309 Hope Way	555-6666

Reason for suspension:

Refusing corporal punishment.

Punishment:

One day or a parent conference, which ever comes first.

Student may return to school on 3-8-78.

When a violation of rules occurs outside the classroom, the student is summoned to the office or brought into the office by teachers and/or security guards. The charges are explained and the student may call in witnesses in his behalf.

Knowledge of Formal and Informal Rules

At the beginning of the fall quarter student handbooks are given to students during homeroom. Very little if any discussion takes place regarding its contents. Many students indicated to the Student Concerns Field Coordinator that they had never read it or participated in a discussion of the rules contained therein. In the spring, students were informed, via the school public address system, that visitors would not be permitted to attend class with regular students. This announcement was made after several cousins, friends, and young children accompanied students to school. On another occasion, an announcement regarding the wearing of "tube" tops by the girls and "muscle" shirts by the male students was made over the public address system. Students were informed that this attire was not appropriate and that wearing such could result in their being sent home. As a result of instituting these rules, several students were subsequently suspended.

Prior to the effective date of the new discipline code, the principal conducted two, one hour faculty meetings on the code. He read and shared several points he felt were important. At the close of the first meeting he asked the staff to write down any questions and turn them in. During the second meeting he passed out a typed copy of the questions accompanied by answers.

1. Why are we doing this? Answer: "...we as employees...have a responsibility to become well aware of the code and be able to disseminate the contents to students, parents, and others."

2. Are we as teachers going to be held accountable if this isn't enforced to the letter? Answer: "All of us will be held accountable of the part/parts we are responsible for within the guidelines of the code."

The principal extended the homeroom period on two days to provide an opportunity for the teachers to discuss the new code with their students. Each student signed his name indicating that a copy of the code and the supplement to the handbook had been received.

The "discussion" time was used in a variety of ways. One teacher had students sign the sheet and, while she attended to some clerical duties, the students talked about how "stupid it was". The discussion in another room took the form of the teacher standing in front of the class reading the code to the students. Yet another teacher instructed the class to read it and ask questions the next day. They were told to "read the section on students' responsibility ... some of you didn't know you had any." One teacher emphasized the section on "expulsion, since before you had to kill a teacher before they'd put you out." Later, this same teacher remarked how funny some students thought it was, while others failed to see how it was to their advantage and not the teachers'.

Precipitating Incidents

Students scheduled for study halls are given a set of rules which attempt to anticipate and prevent almost every conceivable kind of behavior someone might consider inappropriate at some time.

> "You are tardy if you are not in your assigned seat
> when tardy bell stops ringing."

There are rules governing a student's behavior after the tardy bell rings and penalities for infractions such as sitting in the wrong seat, talking, miscellaneous violations. The student who violates one of these rules will be assigned a prepared paragraph to copy.

A student observed talking to a peer during study hall was given the following to write 300 times.

I have a mouth and the power of speech but our society and, in this case our study hall teachers have established certain rules and regulations governing this power. I know that I am writing this now because I violated one of those rules (Section II, Subsections "B" and "F") and I realize that unless I mend my ways, I will write more next time.

Failure to do this by the next day would result in the student being sent to the assistant principal's office where the student's alternatives might be detention for one hour after school, three swats, or one day suspension.

Teacher behavior can prevent inappropriate student behavior. A Black female teacher felt that some of her students lacked the background necessary to experience success in her class. She has offered to stay two days a week to give some individual help.

When another teacher learned that one of her students might be embarrassed when family roles were discussed, she revised the outside assignment, taking this into consideration.

From observations in the assistant principal's office, classrooms, and hallways, it seems apparent that teachers who "go the extra mile" to get to know the students, build rapport, and are more humanistic in their teaching strategies exert very positive influences on student behavior. As one student said:

> "You know they don't care if you get it or not.
> Some will just let you sleep."

It has been observed that Black communicative styles often seem to trigger negative responses from white authority figures. A Black student is seen standing outside the classroom engaging in loud conversation with two other Black students and two or three passing by. When confronted by a teacher he becomes argumentative. The teacher views the behavior as uncontrolled, and the ensuing argument as an expression of hostility. From the Black standpoint the interchange, characterized by heat and loudness, is a natural process of expressing his views, not the initiation of a confrontation with school authorities.

Student A was referred for trying to start a fight in "shop" with student B. Since student B's motive at the moment was to ignore and use gestures (unseen by the teacher) only student A appeared in the office with a discipline referral form. The assistant principal heard an account of the incident by student A and summoned student B. After going over their stories very carefully the "fight" turned out to be only in the mind of the teacher.

One administrator admitted discomfort in matters relating to Black students. After stating that he did not know how to get to a school located in the neighborhood of the bused students, he said "I have this mental picture of dark clouds hovering over houses that have bricks, rocks, and sticks flying out the doors and windows."

He goes on to share:

> "I am very upset about two things ... one, the duties I'm doing around suspension don't require an assistant principal, anybody could write a suspension form for a student with nine tardies. And, secondly right now, today, I have ten out on suspension and they are all Black." He expressed concern that we're not helping our bused Blacks. "With them representing only twenty percent of our population they're almost one hundred percent represented in suspension figures." He expressed amazement that after so long we're still seeing problems of maladjustment (Black students). He implied there might be prejudical treatment in the classroom.

Indications of Discriminatory Treatment

"We treat all kids alike here", stated a teacher. "Both Black and whites receive suspensions, swats, or detention for the same offense". Although one principal expressed the opinion that "licks" are a cultural thing ... Blacks chose suspension over swats, he consistently "treats" all students alike.

Overt discriminatory practices were not in evidence, but more subtle, covert forms remain. They appear in the following ways:

- cheerleaders were all white except one "super Black female".
- drill corps is all white.

- four Black members in the school band.
- office workers (student aides) are all white except one - a Black female.
- school paper shows white students solving problems, having fun, relating to other students - few if any photos show Black students.

Conscious and unconscious racial attitudes surface in conversations with and among staff.

> "They have the mentality of a crushed rock" commented a teacher regarding a Black student referred for disciplinary action.

When a teacher said "get rid of the ones who are suspended repeatedly", is she aware that the majority of "them" are Black students?

Observational Information

The bulk of the data that follows was collected through open dialogue with teachers during their planning periods, faculty meetings, while discussing student infractions or problems and while responding to one of the principal's first challenges. "You'll learn a great deal in the teacher's lounge." Several insights were gained from talking to students, from a few classroom observations, and from reading discipline referral forms and teachers' comments on students behavior assessment forms.

Many comments seem to indicate a willingness on the teacher's part to encourage (force) obedience to school norms and punish confrontation. The consensus seems to be that negative control is more effective than positive reinforcement.

A white male teacher volunteers: "The principal asked me to apply for the time-out teacher slot. But when I found out what they'll be doing I said no!! They want to reward them for bad behavior. (It was proposed that behavior modication techniques would be used). I said if they come in and can't talk, can't sleep, and have to sit up straight and do their work, I might consider it. But not the way they're saying it will be run."

Based on observation it appears that almost without exception teachers advocate negative control, including punishment, verbal abuse, and expulsion to get the student to act or refrain from acting.

Teacher B responds on Student Behavior Assessment Form (SBA)*

> "Let her know that respect for elders and real honesty are to be excpected from students".

To the question: "Do you feel I could help you with this student? How?", Teacher B answered:

> "Perhaps not letting her sit in the office. (Yours our wherever) instead of attending class--and some reprimand for bad behavior."

The student in question is a Black female referred to the office by another teacher for leafing through a book in class.

Indicative of verbal abuse is the following incident:

> A teacher brings a student into an assistant principal's office and charges him with loudly playing a radio, use of profane language, and taking a swing at the teacher. The student says she called me a dumb, Black cow. The teacher says, "yes I did." The student denies taking a swing but admits trying to keep the teacher from taking the radio.

It is not uncommon to hear teachers make evaluations and assessments of students without apparent evidence.

The following is a remark by a teacher that illustrates this point:

> "They all are just a bunch of nothings and should be thrown out for good so the ones that want to learn can."

Responding to mention of another student (Black female, 14 years old):

> "she's no good, got sticky fingers (steals) and what she wants we don't teach (sex implied)."

Teachers participated in a problem identification and resolution session two afternoons. One teacher felt "talking out of turn" and "getting out of their seats without permission" were two major problems. A majority of teachers indicated "disrespect" and "lack of consistency in handling problems in the office" were also major problems. The list of solutions includes:

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*A copy of the Student Behavior Assessment Form is appended at the end of this report (p.).

a. give teachers more authority,

b. smaller schools and classes,

c. change from quarter systems,

d. let student quit school more easily,

e. develop school spirit.

And one group summed it up.

"Students who are habitually suspended should have some permanent action taken against them and shouldn't be allowed to cause the same problems over and over."

It has been observed that most of the students who are referred for disruptive behavior are also experiencing academic failure. Although it would be simplistic to imply a cause and effect relationship between behavior problems and academic performance, it might be said that they appear to reinforce each other. For example, a student has been placed in the 10th grade after six quarters in the 9th receiving grades of D's (two in P.E.) and F's. He is a Black male student who's referrals have been for tardies, cuts, disrespect, and disobedience and refusing to remove his hat in the halls.

Students at Public High School are suspended for fighting, cutting class and school, tardy to homeroom, tardy to class, and "conduct unbecoming a member of this student body," -- coded as "disrespect and disobedience". Students are not simply tardy nor do they just cut. These offenses appear to be symptoms of deeper problems, such as, ... problems at home, personality conflicts in the classroom, community problems brought into the school, handicaps, emotional or physical abuse/neglect, and student behavior that says "I just can't deal with it today." Some of these problems go unaddressed because the school simply has no means to remedy them.

Bob is a Black male 9th grader. He has been referred to the office for tardies, lack of supplies, cutting class and school, fighting , disruptive classroom behavior, and roaming the halls.

Teacher A remarks

> "Cuts study hall ... roams around ... never dresses for P.E. or has materials for health ... show off ... I don't know how to help him ... turns in blank papers.

Teacher B comments:

> Get him to class on time, awake, and straight ... bring paper and pencil ... cannot be trusted.

Teacher C, a shop teacher, says:

> "not working ... owes fees ... picks on other students ... bad attitude ... I don't want him in my class."

Bob is indifferent about tardies, believes "this is a dumb school and they all pick on me." In answer to the fighting charge - "I wasn't fighting; (we) was just playing around."

Bob's school records tell us the Office of Psych. Testing and Evaluation recommended that he be placed in a Learning Disabilities class. His test scores placed him at 2.5 grade level in reading, and 4.0 in math. He failed all classes in 1976-77. He is placed in the regular program since the school doesn't have a senior high Learning Disabilities class.

Bob is not unique; there are many others experiencing similar difficulties.

Original Design (Models)

The concept upon which this program is based may be described as an experience in "adhocracy"* (Preston). Originally, the coordinator was to interact with the school administration, faculty, and steering committee in the identification of symptoms and problems which contribute to high suspension rates and to implement an appropriate strategy for reducing the number of occurrences of suspendable behavior.

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*Adhocracy - having no broader intent; of an ad hoc nature.

An on-going component of this model was group and individual counseling sessions with the suspended student, his parents, teachers, etc. The purpose of these sessions was to give students opportunities to work through problems, experiment with solutions, and learn to make good decisions.

Final Design

The principal revised the model by eliminating the steering committee. The administration was unwilling to refer students in lieu of suspension so the mission became to identify students exhibiting suspendable behavior.

A form letter was mailed to the parents of students who had signed in tardy to school three or more times. Each student also received a form "note" indicating number of tardies along with a request to come to the coordinator's office.

The following is an example of a strategy used to address tardiness to homeroom.

> Treatment 1 for tardy to homeroom:
>
> Objective: To make parents and student aware of number of tardies.
>
> Students whose tardy cards indicate they had been tardy to homeroom (3) three or more times were sent a "reminder", followed up by a letter to their parents.

By the end of the first two week period, 174 letters were sent home and 174 reminders were given to the students by their homeroom teachers. Seventy-three pupils made some contact with the coordinator as did 21 parents.

After contact was made, 63 students accumulated (two) or more tardies after contact of that original group (174); 26 were suspended for tardies. Eight letters were not delivered, but returned because of an error in their address.

Students who have been involved in the project or know someone who's been in the project ask study hall teachers to let them come to the coordinator's office. Here students explore alternatives for classroom misbehavior and work toward improving problem solving skills.

Teachers were also given forms on which they could refer students. Few felt they needed the services when it was learned the coordinator would not give "swats", require students to write long nonsense sentences, or suspend.

One-on-one and group sessions revealed many or almost all students were not only being suspended a great deal, but were also failing all or most of their courses. Based on this assessment, recruited students were to tutor suspended students, and to explore study habits.

The "adhocracy" component was implemented in two afternoon sessions with 97 teachers. During these sessions and on the evaluation forms it was revealed that teachers were willing to identify problems, but they were not willing to look beyond themselves for solutions. The solutions, they seemed to feel, were the responsibility of the administrators; and administrators should respond to discipline referrals in a harshly punitive manner. The following are examples of their suggested solutions:

"Principals should patrol hallways occasionally."

"Support teachers when student is brought to the office."

"Administrators should keep open line of communication and accurate records, call parents."

One group listed the quarter system as the major over-riding cause of suspension. They called on the administration to do "indepth analysis of success or failure" (of the quarter system). "Do something about it--don't continue a lost cause," was a unanimous request.

In listing strategies for handling discipline problems, another group issued the following statement:

> We should not assume that all students can be helped--there are some students who should not be in the regular school program at all.
>
> After a certain number of suspensions, the student should be given automatic expulsion.
>
> Why can't we rid our schools of students who continually fail all classes, but are given social promotion? If they are 16 or older, they should not be allowed in school.

Effectiveness of the Design

One outgrowth of the design which placed 95 teachers in small problem solving groups was the detention hall. It was the consensus of the group that if a student is made to stay in a punitive environment for one hour after school for arriving late three times, he will see the error of his ways. At this time there are no figures to indicate the effectiveness of detention.

The Alternatives to Suspension (ATS) model as originally developed gives a faculty a tool whereby the total group may:

(1) Secure an accurate reading of the school's climate.

(2) Set priorities for improvement.

(3) Review and analyze the causes of suspension.

(4) Determine and analyze strategies that will reduce the occurrence of suspendable behavior.

(5) Communicate needs for appropriate action to top administration.

Evaluation forms from the last of four staff meetings which focused on discipline indicated a weakness; a sound trust level between the ad hoc group and the top administration did not exist. A further weakness seemed to be the lack of commitment on the teachers' part to analyze his/her class management skills. Examples of teacher suggestions include:

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"Not a very serious atmosphere--most felt it didn't really matter what the groups did--it hasn't in the past and is not likely to now."

"Stricter disciplinary action by administrators--if this was carried out, there would be no need for groups."

"Faculty-administration gap."

"Did not overcome apathy/hostility in group sessions."

"An exercise in futility given after being over-exercised in futility all day."

"Who will really act positively on our feelings?"

"Unfortunately, there are too many teachers who have negative view points on teaching. This attitude permeated the group."

In order to give the ATS model a chance several things must happen. Being a triadic model all three ingredients are needed for success. The triad consists of (C) coordinator, (T) teachers, and (S) students all working together to help students perform well in the school setting.

The whole model assumes that those implementing it have basic human relations and helping skills, or even more importantly, a desire to expend time and energy.

Positive Side Effects

This model would have students and teachers participating in identifying acceptable behavior, setting goals, and developing means by which goals can be met.

Interactions - Examples:

Based on personal interviews with students, comments indicated that for the most part they were aware that certain violations would result in suspension. However, many did not know this information was covered in student handbook.

It is not uncommon to hear teachers express dissatisfaction with the method of punishment given to students they've referred to the office. Much of the time this information is shared in the faculty lounge among peers but seldom directly to the assistant principals.

A teacher referred two white females to coordinator for cheating on their home work. After two sessions with the girls, the coordinator met with the teacher to share the girls' plan to prevent reoccurrences of this problem. Her response was:

> "Something will have to be done. You can't let them get away with this. I wanted you to find out which one cheated. I think I already know. They both should be suspended. Have you suspended them yet?"

An explanation of the project's purpose and the coordinator's role left her just as displeased.

The assistant principal's response was "cheating on a class exam, but not homework, was a suspendable offense." (As outlined in Public High School's teacher's handbook).

Another teacher referred two Black males to the assistant principal, who, in turn, referred them to the coordinator. Their offense--failure to write a two page punishment--"What Education Means to Me." While this teacher strongly urged the use of corporal punishment as an alternative to suspension, she was very displeased with the fact that the coordinator neither suspended nor paddled the two students.

Even when suspension is used as a disciplinary tool, teachers are displeased; this punishment does not seem to be severe enough. One teacher was heard, on several different days, to sarcastically remark "Well, I correct a student, he takes a swing at me, and is right back here the next day walking the halls ... reason--parent conference."

A Most Outstanding Student

Kathy was referred to me by her English teacher, Mr. A, who expressed concern over Kathy's tardiness to her class. This, had just started and she tried to "overlook it and speak to her after class." But the tardiness continued. Mrs. A remarked on the apparent differences between Kathy and her sisters.

> "They were excellent students, good grades and one has even been back here as a substitute teacher. They were fine girls. I picked June, the younger sister, up for an after school activity...what a lovely home they have. Oh, (sigh), that Kathy! You'd think she's not from the same family. Those girls have everything. I don't understand Kathy.

The first time I met Kathy was during her study hall the following day. The initial moments were tense and I sensed an instant distrust. With a brief explanation of my role and the reason she'd been referred to me rather than to the assistant principal the air seemed slightly more relaxed.

Kathy's reason for the tardies "Mrs. B won't let me bring my English book to class so I have to go to my locker (out of the way) and get back."

What does Kathy have to say?

"I'm working my behind off to get out of here (school)."

"My family doesn't love me ... they just care because I'm a part of their family."

"I do nothing but cause trouble."

"I find them (parents and teachers) hollering at me for no reason."

"I can't drive her (mother) car because I took half an hour to buy cigarettes and gingerale."

"You see, I'm the baby of the family and they expect a little more from me."

Why can't Kathy bring her book to class? Was she creating a disturbance with the book? Did Kathy use Mrs. B's class for study hall? Is this the problem or just another symptom?

More about Kathy is learned from the Behavior Assessment Form.

> Behavior Assessment Form --Eleventh grader in class with mostly ninth graders.

Mrs. B indicates Kathy can handle subject matter as evidenced by completion of assignments as well as exhibiting a high degree of involvement with discussion.

> "Let her know that respect for elders and real honesty are to be expected from students," is the best way to help this student" Ms. B.
>
> "Please get her to display acceptable attitude toward subject matter" was a recent request made by Ms. B.
>
> "I think she is being affected by her peer friendship or friendships" Mrs. C--History.

Recommendations

The following recommendations are designed to make the present disciplinary system more responsive to the needs of the students and staff.

Students would benefit from an orientation program that incorporates the following:

a. Experiences in self-awareness.

b. Ways to help students gain respect for education and its relation to later life pursuits.

c. Rap sessions on attitudes, self-image and goals for life.

d. Guidance sessions to develop proper study habits.

Each teacher should hold class meetings for the purpose of training students in the skills needed to be productive in his/her class.

Encourage, vigorously, Black student's participation in extra curricular programs; solicit suggestions from the Black student population on what additional activities may be started.

Diagnose the educational problems of suspended students. Many students may need different curriculum materials than are presently in use. Others need counseling and assistance with academic problems.

There should be a vigorous human relations training institute to build a more cohesive faculty and student body. This could go on in study halls (i.e. Mon. 1st period, Tues., 2nd period, etc.)

Teachers and administrators should use more parent conferences before a problem warrants a suspension.

There exists, also, a need for on-going substantive in-service training for professional and non-professional personnel and students, which should include but not be limited to the following:

(a) Effective educational processes for students who exhibit suspendable behavior.

(b) Values clarification.

(c) Conflict identification, intervention, and resolution.

(d) Individualized instruction.

(e) Humanistic education.

(f) Student cooperation.

(g) Building and enhancing students' concept of themselves.

(h) How to develop, implement, and maintain a program to meet the needs of the growing number of student failures.

STUDENT BEHAVIOR ASSESSMENT FORM

Teacher______________________________ Subject____________________

Student______________________________ Period____________________

Grade______________________________

Please check ( ) the appropriate classification. The first column (1) indicates a HIGH OR GOOD rating, the second column (2) an AVERAGE rating, and the third (3) a LOW OR POOR rating.

	1 HIGH	2 AVERAGE	3 LOW
1. Acceptance by classmates			
2. Personal appearance			
3. Self image			
4. Attitude toward peers			
5. Peer's attitude toward this individual			
6. Respect for teacher and/ or authority			
7. Classroom attentiveness			
8. Attitude toward subject matter			
9. Completion of assignments			
10. Classroom discussion and participation			
11. Ability to handle the subject matter			
12. Class attendance			
13. Oral communication skills			
14. Written communication skills			

STUDENT BEHAVIOR ASSESSMENT FORM - Continued

The student appears to reflect the following characteristics: (Check where appropriate)

___pleasant and easy-going
___seeks recognition and attention
___good student in all respects
___cannot be trusted
___emotionally immature
___feelings of inadequacy and inferiority

___show off
___well-mannered
___emotionally mature
___up and down in moods
___withdrawn

Passing________ Failing________ Possibility of passing________

How do you feel I could best help this student?____________________________
____
____
____

Do you feel I could help you with this student? How?______________________
____
____
____

Please return to Mrs. Willie Joe Vary, 2nd floor office.

Student Concerns Project
Administrator's Evaluation

During the past school year the Student Concerns Project within your school has focused on the problem of student suspension. In your opinion how well did the project as conducted address the real issues involved in student suspension.

> *Not particularly well - contact was made primarily with students who had already committed suspendable offenses as described by the discipline code. No data as to the re-occurrence/lack of re-occurrence of suspension related to suspension after contact on the part of the coordinator is available. Therefore, it is difficult to determine the total effectiveness of the program. The coordinator worked diligently to effect rapport and confidence with staff and individual students in an attempt to get at the root of the problems.*

In your opinion what are the issues involved in student suspension not addressed by the Student Concerns Project within your school.

> *While the issue of class attendance was addressed, I feel the most headway could be made by concentrating on this aspect of school suspensions. If a way could be found to get students in class and keep them there, a large portion of suspensions could be avoided. A large percentage of suspensions is the result of cutting school and class as well as excessive tardies. Any project in the future should be directed to these areas.*

State the strong points of the Student Concerns Project in your school.

> *Our coordinator was conscientious and capable. She attempted several workshops with staff and faculty related to attempting to identify areas of problems. However, this was viewed by several faculty members as busy work and a re-hash of previous survey's, etc. I feel that these meetings did some good for those that did not resist and possibly got others to at least think about problems. I believe that most faculty members are looking for solutions to problems rather than identifying them over again.*

State the weak points of the Student Concerns Project in your school.

> *Because of the nature of her task and the lack of a clearly defined job description, our worker encountered some resistance on the part of some teachers. Some teachers felt that the worker was a graduate student and they resented spending time on projects they felt were a part of her graduate studies requirements. Her accomplishments could not be readily identified and that lends itself to criticism without knowing what is really happening. Administration faces the same problem such as "I send him to the office and nothing happened", when really they don't follow up and know for sure the results.*

State your overall evaluation of the Student Concerns Project as conducted in your school with respect to:

1)	target population served	*Too broad*
2)	number of students served	*Unknown*
3)	program objective	*Unclear*
4)	program methodology	*Unclear - In-service not effective*
5)	coordinator performance	*Excellent*

If the opportunity were available to contine the Student Concerns Project, would you choose to continue it?

> *Yes, but not under the present structure.*

If your choice would be to continue the Student Concerns Project in your school, state the changes and modification you would make in its operation.

> *Give the coordinator authority to deal with students in an official role. Zero in on the attendance-related offenses, leaving the discipline-related offenses to the assistant principals.*

If your choice would be not to continue the project, state your reason for non-continuance.

> *The program, as it seems to be designed, misses the mark. At this time, teachers are resistant to working on such projects as identifying problems and working out solutions. We can use the manpower of the coordinator to deal with a specific area of concern, but in service is not going to be accepted and would therefore be useless.*

SECTION III

Summary and Conclusions

SUMMARY AND CONCLUSIONS

Summary of Statistical Data:

The tables contained in the appendix display the school system's numerical data relative to student suspensions. These tables have been designed in an effort to analyze the statistical data using both the entire school system and the individual schools as the unit of analysis. Other aspects relative to the development of these tables may be found in Section I, Methodology (p. 8) of this report. Findings, based on these data vary little from those reported in the Project Student Concerns Interim Report, 1977 (pp. 81-90).

Specifically, Black students are more likely to be suspended for all suspendable offenses except one, "walkout participation". Classroom avoidance behavior (excessive cutting of class, excessive tardiness to class, classroom and non-classroom disruption) continues to constitute the bulk of suspensions for both ethnic groups. During the 1977-78 school year, there was an increase in the number of suspensions for fighting; it has become the third most common cause of suspension for whites and the fourth for Blacks.

During the 1977-78 school year suspension rates continued to rise despite direct intervention strategies in seventeen of the twenty-five secondary schools; thirteen schools had three-member Positive Alternatives to Suspension teams, three schools had Student Concerns Project model programs along with the Positive Alternatives to Suspension teams, and one school housed a Student Concerns model project. The overall Black suspension rate rose 2.8 points to a high of 68.1 percent, while the white rate rose 2.5 percentage points to 18.8 percent. Ironically, the small rise in the white rate, though less than the rise in the Black rate, shows an increase in white suspensions of 15.3 percent over the 1976-77 school year while the increase among Black students is 4.2 percent.

Therefore, by starting with a lower base suspension rate for whites and raising it slightly, but less than for Blacks, there can be shown a decrease in the disproportionality of student suspensions. In 1976-77 the Black to White suspension ratio was 4:1; it has dropped to 3.6:1 for the 1977-78 school year.

Assuming that students are out of school for the number of days indicated on their official suspension report form*, Black students would have missed a total of 13,509 class days through the second quarter which projects to 19,263 school days lost for the 1977-78 school year. White students were suspended for 10,419 class days by the end of the second quarter and are projected to lose 16,495 days of instruction for the 1977-78 school year.

Using average daily attendance dollar figures supplied by the Kentucky State Department of Education, the total amount lost to the system through the second quarter was $115,501.10 with the projected loss for the Jefferson County Schools for the 1977-78 school year at $172,603.86.

When viewing the system as a whole there is no apparent significant difference in the length of suspension imposed on Black and white students for the same offense. Examination of schools on an individual basis shows some variance in the length of suspension for Black and white suspensions in the area of classroom disruption, cutting and tardiness to class, but nothing to indicate blatant discrimination based on ethnicity.

However, there does exist a wide discrepancy in the length of suspension for particular offenses between schools. In one school a student may receive a one day suspension for a particular offense while in a second school the same offense would elicit a ten day suspension. Though there is variance between schools, the individual schools are, for the most part, internally consistent in suspending students for equal lengths of time based on the particular offense. Inconsistency within a school could be traced in part to the fact that not all administrators within a particular school impose the same length of suspension for identical offenses.

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*Indefinite suspensions are calculated at 11 days.

Summary of Findings

Project activities during Phase II focused primarily on introducing intervention strategies to reduce the disproportionate suspension rates for Black students in four target schools. The research question posed in Section I (p. 8) is as follows:

> 3.01 Can the incidences of suspensions of students with varying characteristics, as revealed in the analysis of suspension data, be reduced by interventions with appropriate role groups?

Data collection and analysis during Phase I of the project revealed that the "varying characteristics" included Black, male, ninth-grade students. Ethnicity was found to be a strong predictor of whether a student would tend to be suspended. There was no attempt, however, during the operation of the project to exclude any students from the services offered by the field coordinators.

Projected suspension rates in the four target schools for the 1977-78 school year indicate the following anticipated increases or decreases when compared with the 1976-77 school year:

	Black	White
Public High School A	-42.5%	+ .5%
Public High School B	- 2.5	+ .8
Public High School C	- 5.3	+2.9
Public High School D	+ 1.2	- .6

If the projected rates prove to be accurate, there will have been a significant reduction in the suspension rate for Black students at Public High School A, with lesser reductions in Public High Schools B and C, and a slight increase at Public High School D. The apparent significant reduction at School A may be the result of several interacting factors:

1. The operation of the "penalty" room. This setting provided an alternative or temporary reprieve from suspension for those students committing minor rules infractions, such as tardy or cuts. Prior to this "first-line" action, students may have been suspended more readily.

2. A commitment by the school's administrators to reduce the suspension rates. The principal's control of suspension as a disciplinary device is apparent from the field studies (Section II p. 22).

3. The intervention practiced by the coordinator with students in the "penalty" room. Peer counseling measures may have had the effect of reducing recurring violations of rules and subsequent suspensions.

It is not possible to determine the impact of any one of the above conditions on the suspension rates at Public High School A; rather, staff would suggest that the apparent significant reduction is due to the combined effect of all three. The most positive feature of the "penalty room" was that it offered an alternative to suspension. However, whether student behavior was modified through the writing of assigned paragraphs is questionable.

The findings of the field study in School A (p. 22) reveal that the principal exerted considerable influence over the staff. It has been reported to project staff that the principal made a commitment to significantly reduce the suspension rates. If the commitment was made and communicated to the school staff, it is highly probable that the majority of staff members would have attempted to comply with the principal's wishes.

The activities of the coordinator in assisting students to analyze the behaviors that caused them to be assigned to the "penalty room" was successful (with some students) in preventing recurring problems as evidenced in the field study report (p. 22). Many students were able to modify their behaviors and subsequently avoid violating school rules. There were instances in which consultations between the coordinator and assistant principals or teachers resulted in the resolution of a discipline problem without resort to suspension. It appears that the intervention introduced in Public High School A was a factor in the significant reduction of suspension rates, although no quantitative analysis was possible.

Conclusions

Project staff have examined the reports to determine whether there were similarities in observed staff/student behaviors and attitudes, school climate and the suspension process. It is concluded from the reports that the following similar conditions exist in the four subject schools:

1. Ambiguity of the rules system
2. Unwillingness of the various role groups to accept responsibility for discipline problems
3. Misinterpretation of student behaviors by school staff
4. Inappropriate staff responses to student behaviors
5. Resistance to changing methods of handling discipline problems.

Each of these will be discussed individually in the context of the reports from which they were extrapolated.

Ambiguity of the rules system:

The discipline code for the Jefferson County Public Schools is specific in defining punishable behavior; however, examples cited in the field study reports indicate that some school-specific rules are established and enforced with inadequate provision for informing staff and students. This lack of information, or in some cases, misinformation, creates confusion and misunderstandings and appears to exacerbate the discipline problems in the subject schools.

An effective rules system requires that all participants fully understand the difference between acceptable and unacceptable behaviors and the consequences of violating a given rule. This does not appear to be the situation in the four subject schools.

Unwillingness of various role groups to accept responsibility for discipline problems:

There are rather clear indications that members of the various role groups represented in the school setting have a tendency to exclude themselves as contributors to discipline problems. It is apparent, however, that discipline is dependent upon the interactions that occur between teachers, students, and administrators, so that each must accept some responsibility for the outcomes of those interactions.

The critical point of this conclusion is that discipline problems and suspension rates will not be reduced so long as there is an unwillingness of the schools' staff to examine their behaviors. The nature of the students' role demands that they be accountable for their behavior and be prepared to suffer the consequences of rule violations. Staff attitudes seem to reflect the notion that acceptable student behavior is a function of the rules system and somehow operates independently of student/teacher, student/administrator interactions.

Administrators feel that individual teachers should accept more responsibility for handling student misbehavior in classrooms; teachers want administrators to support them in student/teacher conflicts and to mete more severe punishments to students; and, students feel that they are often treated unfairly and are powerless to remedy that unfairness.

Misinterpretation of student behavior:

There is considerable evidence that school staff often misinterpret student actions. It is indicated that some staff expect unacceptable behaviors from students, and tend to become defensive in their interactions with students.

The impact of teacher expectations on student behavior and performance is well-documented in research literature (see Project Student Concerns - Interim Report, pp. 36-50). It is not suggested that teacher expectation is the sole cause of student misbehavior, but it does have a significant influence.

Each field study report includes examples of teacher judgements of students made without any real information about those students. As a result of those judgements, many teachers expect disruptive or other unacceptable behaviors from the students; in many instances their expectations are fulfilled. Students tend to react negatively when they sense that a teacher or administrator holds them in low regard or anticipates that they will 'act out'.

Inappropriate staff responses to student behaviors:

This issue is closely related to misinterpretation of behavior. It logically follows that an appropriate response cannot be made to an action if one is unaware of the intent of the action. Examples in the field study reports clearly document staff responses that precipitated problem situations with students. Project staff suggests that no school staff member would purposefully provoke a student to the point of a confrontation; however, confrontations do result from student/staff interactions based on misinterpretation and over-reaction by staff.

The opportunities for inappropriate responses are obviously greatest in the classroom setting. Classroom action proceeds at a rapid pace and teachers must interact with perhaps thirty students in quick succession, making instant decisions about responses to various student behaviors. It is not surprising that some errors in judgement occur under these conditions, although every effort should be made to minimize these errors. An important prerequisite for responding appropriately is acknowledging and accepting some responsibility for maintaining discipline.

Resistance to differing discipline approaches:

Experiences of project staff with school system personnel reinforce the conclusion that there is a continuing resistance to address the fundamental problems of the disproportionate suspensions of Black students. There appears to be an insistence on maintaining the rules system that was promulgated and enforced by the county school district prior to merger and desegregation. School staffs adhere to the same 'standards of behavior' for students; however, the students to which these standards are now being applied are not the same as those to which those staff were accustomed.

It is not suggested that a rule system is, in itself, undesirable. Nor is it suggested that the establishment of reasonable standards of behavior is inappropriate. Project staff have suggested that a clearly defined and sensitive rule system facilitates the conduct of effective communication and interaction among students, teachers, and administrators. It is suggested, however, that when enforcement of a rule system becomes the objective rather than the communication and interaction which it is designed to facilitate, the rule system is not sensitive nor is it effective.

As a result of desegregation, the ethnic mix in all schools is radically different. A series of staff development workshops designed to train teachers and administrators to operate effectively in multicultural school settings appear to have had little impact. Apparent efforts to maintain the status quo in student discipline procedures have been accompanied by a steady increase in suspension rates for all students, but particularly for Black students.

Given the current conditions in the Jefferson County Public Schools--conditions reported herein, one must consider the phenomenon of symbolic racism as one possible explanation for the disproportionate rates of Black student suspensions which persist in spite of the various intervention strategies applied. McConahay and Hawley (1977) conducted a survey within the Jefferson County community during the spring of 1976 to determine the "relative strengths of self-interest and racial attitudes, especially symbolic racism, as sources of opposition to busing" (p. 7). The sample of the population was carefully designed in a manner which respects the requirements of randomness. The results of this survey indicate that "the most important racial attitude and indeed the most important single correlate of opposition to busing was symbolic racism rather than old fashion racism (p. 1)." The report does not indicate an absence of 'old fashion racism', but it is concluded that this attitude is a less powerful factor in opposition to busing than symbolic racism. The report explains the distinction between symbolic and old fashion racism as follows:

> ... "the expression in terms of abstract, idealogical symbols and symbolic behaviors of the feelings that Blacks are violating cherished values and making illegitimate demands for changes in the racial status quo" (McConahay and Haugh, 1976, p. 38). This is contrasted with old fashion racism which opposed all but the most minimal forms of integration and desegregation and was frequently expressed in negative stereotypes of Blacks. Old fashion racism is no longer fashionable in the elite circles of government, media and academy, but we suspect that symbolic racism can be found there in abundance (p. 3).

Attitudes which exist within the broader community also exist within the school. That the attitude of symbolic racism has been evidenced within the Jefferson County community suggests that one might expect the same attitude to exist within this school system. The Interim Report (1977) of this Project Student Concerns concluded, from teacher and administrator interviews, that these key actors in the suspension process have noted certain attributes of Black students. Black students are perceived to be aggressive, hostile, defiant, and lacking in knowledge about the rule system. These attributes are cited by teachers and administrators as a significant cause of the high rate of Black student suspensions. It was also suggested that there exists "something" in the backgrounds of Black students which contributes to the high rate of Black student suspensions. This assignment of these attributes, or characteristics to Black students seems to fit the definition of old fashion racism; a negative stereotype is established and maintained. That school officials, teachers and administrators act upon this negative stereotype is possibly evidenced by the numbers of Black student suspensions. Further, the statistical and observational data reported herein support the conclusion that these negative stereotypes persist, and that some teachers and administrators continue to act upon these stereotypes through their evaluations of student behavior.

The act of suspending a student from school based upon this stereotypic evaluation of Black student behavior might be considered symbolic of an effort to remove the object of "threat to cherished values and illegitimate demands for change".

The concluding remarks in the McConahay and Hawley (1977) study are quite compelling when considered in light of the findings of this current Student Concerns Project:

> Previous studies of symbolic racism have noted the moralistic and social concern aspect of this new form of racism. Its adherents think they are preserving important values and looking out for the best interests of society. ...Unfortunately, the society they have in mind is the mythical white society they learned about when they were being socialized years before. In that society, Blacks were mostly invisible (Sears and McConahay, 1973) and not being racist meant not doing anything personally to harm them (p. 35).

SECTION IV

Appendix

Tables

School district cumulative

Individual school

Table I
Incidences of Suspensions for 1977-78 School Year

School	BLACK			WHITE			TOTAL			Difference
	Population	Suspensions	%	Population	Suspensions	%	Population	Suspensions	%	%
Atherton	321	93/141	43.9	1,219	148/183	15.1	1,540	241/324	21.1	28.8
Ahrens	355	145/199	56.1	828	101/151	18.2	1,183	246/350	29.6	37.9
Ballard	364	227/263	72.3	1,420	192/251	17.7	1,784	419/514	28.8	54.6
Butler	479	471/527	110.1	1,166	192/324	27.8	1,645	663/851	51.7	82.3
Central	398	120/155	38.9	1,329	109/164	12.3	1,727	229/319	18.5	26.6
Doss	254	47/ 62	24.4	996	76/116	11.6	1,250	123/178	14.2	12.8
Durrett	191	142/224	117.3	1,117	260/331	29.6	1,308	402/555	42.4	87.7
Eastern	218	86/111	50.9	1,104	119/211	19.1	1,322	205/322	24.4	31.8
Fairdale	222	93/127	57.2	1,129	80/124	10.9	1,351	173/251	18.6	46.3
Fern Creek	277	235/362	138.7	1,195	212/381	31.8	1,472	447/743	50.5	106.9
Iroquois	624	237/400	64.1	1,474	150/206	13.9	2,098	387/606	28.9	50.2
Thomas Jeff.	528	251/417	78.9	1,424	211/372	26.1	1,952	462/789	40.4	52.8
Jeffersontown	304	97/136	44.7	1,266	75/190	15.1	1,570	172/326	20.8	29.6
Male	157	29/ 56	35.7	546	40/ 60	10.9	703	69/116	16.5	24.8
Manual	788	388/552	70.1	1,423	202/256	17.9	2,211	590/808	36.5	52.2
Moore	276	158/232	84.1	1,339	72/102	7.6	1,615	230/334	20.7	76.5
Pleasure Ridge	297	136/213	71.7	1,238	183/378	30.5	1,535	319/591	38.5	41.2
Seneca	291	53/ 76	26.1	1,019	72/131	12.9	1,310	125/207	15.8	13.2
Shawnee	326	132/193	59.2	948	93/161	16.9	1,274	225/354	27.8	42.3
Southern	260	128/182	70.0	1,489	259/472	31.7	1,749	387/654	37.4	38.3
Stuart	327	297/463	141.6	1,114	177/273	24.5	1,441	474/736	51.1	117.1
Valley	271	55/ 72	26.6	1,020	101/183	17.9	1,291	156/255	19.8	8.7
Waggener	225	78/119	52.9	1,040	49/ 79	7.6	1,265	127/198	15.6	45.3
Western	386	105/124	32.1	1,345	88/108	8.1	1,731	193/232	13.4	24.0
Westport	269	209/315	117.1	1,042	215/301	28.9	1,311	424/616	46.9	88.2
TOTAL	8,408	4012/5721	68.1	29,230	3476/5508	18.8	37,638	7488/11229	29.8	49.3

Table 2
Number of Students Suspended for 1977-78 School Year

	BLACK			WHITE			TOTAL			Difference
School	Population	Suspensions	%	Population	Suspensions	%	Population	Suspensions	%	%
Atherton	321	71/107	33.3	1,219	144/181	14.8	1,540	215/288	18.7	18.5
Ahrens	355	114/154	43.4	828	89/110	13.3	1,183	203/264	22.3	30.1
Ballard	364	146/164	45.1	1,420	136/182	12.8	1,784	282/346	19.4	31.8
Butler	479	271/380	79.3	1,166	143/210	18.1	1,645	414/590	35.9	61.2
Central	398	88/112	28.1	1,329	99/144	10.8	1,727	187/256	14.8	17.3
Doss	254	42/ 55	21.6	996	64/ 95	9.5	1,250	106/150	12.0	12.1
Durrett	191	77/104	54.5	1,117	178/216	19.3	1,308	255/320	24.5	35.1
Eastern	218	66/ 80	36.7	1,104	102/155	14.1	1,322	168/235	17.8	22.6
Fairdale	222	61/ 75	33.8	1,129	63/100	8.9	1,351	124/175	13.1	24.9
Fern Creek	277	145/217	78.3	1,195	171/320	26.8	1,472	316/537	36.5	51.5
Iroquois	624	173/256	41.1	1,474	110/134	9.1	2,098	283/390	18.6	32.0
Thomas Jeff.	528	140/241	45.6	1,424	156/274	19.2	1,952	296/515	26.4	26.4
Jeffersontown	304	46/ 65	21.4	1,266	59/ 94	7.4	1,570	105/159	10.1	14.0
Male	157	29/ 43	28.1	546	29/ 54	10.1	703	58/ 97	14.1	18.0
Manual	788	300/439	55.7	1,423	178/228	16.1	2,211	478/667	30.2	40.1
Moore	276	111/132	47.8	1,339	59/ 79	5.9	1,615	170/211	13.1	41.9
Pleasure Ridge	297	65/ 91	30.6	1,238	109/171	13.8	1,535	174/262	17.1	16.8
Seneca	291	44/ 64	22.3	1,019	62/116	11.7	1,310	106/180	13.8	10.6
Shawnee	326	95/132	40.5	948	76/130	13.7	1,274	171/262	20.6	26.8
Southern	260	95/133	51.2	1,489	207/358	24.1	1,749	302/491	28.1	27.1
Stuart	327	121/151	46.2	1,114	120/171	15.4	1,441	241/322	22.3	30.8
Valley	271	48/ 65	23.9	1,020	90/151	14.8	1,291	138/216	16.7	9.1
Waggener	225	50/ 64	28.4	1,040	43/ 71	6.8	1,265	93/135	10.7	21.6
Western	386	77/ 81	20.9	1,345	74/ 88	6.5	1,731	151/169	9.8	14.4
Westport	269	112/163	60.6	1,042	153/232	22.3	1,311	265/395	30.1	38.3
TOTAL	8,408	2587/3568	42.4	29,230	2714/4064	13.9	37,638	5301/7632	20.3	28.6

Table 3

Ratio of Black to White Student Suspension Rates

School	Black:White Incidences of Suspension		Black:White Students Suspended	
	1976-1977	1977-1978	1976-1977	1977-1978
Atherton	4.2:1	2.9:1	3.6:1	2.3:1
Ahrens	2.2:1	3.1:1	2.1:1	3.3:1
Ballard	6.7:1	4.1:1	5.6:1	3.4:1
Butler	8.1:1	3.9:1	7.3:1	4.4:1
Central	3.3:1	3.2:1	2.7:1	2.6:1
Doss	7.1:1	2.1:1	7.2:1	2.3:1
Durrett	3.6:1	3.9:1	2.9:1	2.8:1
Eastern	4.7:1	2.7:1	7.6:1	2.6:1
Fairdale	10.5:1	5.2:1	7.9:1	3.8:1
Fern Creek	4.8:1	4.4:1	3.5:1	2.9:1
Iroquois	1.8:1	4.6:1	1.6:1	4.5:1
Thomas Jeff.	2.7:1	3.1:1	2.3:1	2.4:1
Jeffersontown	6.3:1	2.9:1	5.6:1	2.9:1
Male	1.4:1	3.3:1	1.3:1	2.8:1
Manual	4.4:1	3.9:1	3.8:1	3.5:1
Moore	4.7:1	11.1:1	4.1:1	8.1:1
Pleasure Ridge	4.1:1	2.4:1	3.7:1	2.2:1
Seneca	4.1:1	2.1:1	3.7:1	1.9:1
Shawnee	3.3:1	3.5:1	2.7:1	2.9:1
Southern	3.2:1	2.2:1	2.6:1	2.1:1
Stuart	5.7:1	5.8:1	4.2:1	3:1
Valley	4.1:1	1.5:1	3.9:1	1.6:1
Waggener	6.2:1	6.9:1	4.5:1	4.2:1
Western	6.3:1	3.9:1	5.1:1	3.2:1
Westport	6.3:1	4.1:1	4.8:1	2.7:1
Total	4.0:1	3.6:1	3.5:1	3.1:1

Table 4
Suspension Rates

School	1974-1975		1975-1976		1976-1977		*1977-1978*	
	Black	White	Black	White	Black	White	*Black*	*White*
Atherton	0	0	29.8	3.6	33.1	7.9	*43.9*	*15.1*
Ahrens	58.1	23.2	23.2	12.3	49.9	22.6	*56.1*	*18.2*
Ballard	4.2	6.9	171.1	15.5	114.8	17.2	*72.3*	*17.7*
Butler	21.2	8.8	91.7	7.9	68.2	8.4	*110.1*	*27.8*
Central	6.3	0	27.5	12.2	57.4	17.3	*38.9*	*12.3*
Doss	11.1	2.5	17.8	1.7	30.5	4.5	*24.4*	*11.6*
Durrett	10.0	3.8	114.5	27.6	93.3	25.9	*117.3*	*29.6*
Eastern	53.1	30.5	107.7	34.7	86.2	18.3	*50.9*	*19.1*
Fairdale	0	6.3	39.7	6.7	53.6	5.1	*57.2*	*10.9*
Fern Creek	20.8	21.7	109.2	17.7	137.5	28.9	*138.7*	*31.8*
Iroquois	25.0	14.6	132.8	2.8	35.2	19.4	*64.1*	*13.9*
Thomas Jefferson	29.4	9.4	37.4	14.5	40.6	15.3	*78.9*	*26.1*
Jeffersontown	10.0	10.7	40.7	12.7	43.5	6.9	*44.7*	*15.1*
Male	22.9	0	46.9	25.8	40.8	28.8	*35.7*	*10.9*
Manual	48.4	23.5	64.5	18.9	75.4	17.1	*70.1*	*17.9*
Moore	10.0	13.8	51.8	13.6	70.9	15.0	*84.1*	*7.6*
Pleasure Ridge	0	2.4	58.9	14.8	97.6	23.9	*71.7*	*30.5*
Seneca	13.7	9.3	57.2	23.5	31.5	8.6	*26.1*	*12.9*
Shawnee	13.4	0	21.4	7.2	52.7	16.1	*59.2*	*16.9*
Southern	0	2.6	81.9	16.9	108.8	33.6	*70.0*	*31.7*
Stuart	0	2.9	55.8	10.9	144.1	25.1	*141.6*	*24.5*
Valley	12.9	7.6	93.1	26.7	50.2	12.2	*26.6*	*17.9*
Waggener	33.3	7.4	78.6	10.1	34.8	5.6	*52.9*	*7.6*
Western	0	2.0	45.9	8.4	40.2	6.4	*32.1*	*8.1*
Westport	11.4	10.5	88.8	14.5	74.9	11.9	*117.1*	*28.9*
County $\overline{X}$	23.1	8.0	65.5	15.3	65.3	16.3	*68.1*	*18.8*
City $\overline{X}$	22.9	8.8	NA	NA	NA	NA	*NA*	*NA*

Table 5
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Totals for All Schools

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	3,126	1,114	35.6	8,386	936	10.5	12,012	2,050	17.1
10	1,991	524	26.3	7,227	516	7.1	9,218	1,040	11.3
11	1,890	385	20.4	7,119	382	5.4	9,009	767	8.5
12	1,401	175	12.5	5,998	233	3.9	7,399	408	5.5
Total	8,408	2,198	26.1	29,230	2,067	7.1	37,638	4,265	11.3

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	3,126	739	23.6	8,886	704	9.2	12,012	1,443	12.0
10	1,991	377	18.9	7,227	417	5.8	9,219	794	8.6
11	1,890	299	15.8	7,119	328	4.6	9,009	627	6.9
12	1,401	154	10.9	5,998	211	3.5	7,399	365	4.9
Total	8,408	1,569	18.7	29,230	1,660	5.7	37,633	3,229	8.6

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	3,126	1,016	32.5	8,886	652	7.3	12,012	1,668	13.9
10	1,991	389	19.5	7,227	346	4.8	9,218	735	7.9
11	1,890	295	15.6	7,119	241	3.4	9,009	536	5.9
12	1,401	114	8.1	5,998	170	2.8	7,399	284	3.8
Total	8,408	1,814	21.6	29,230	1,409	4.8	37,638	3,223	8.6

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	3,126	509	16.3	8,886	455	5.1	12,012	964	8.0
10	1,991	242	12.2	7,227	255	3.5	9,218	497	5.4
11	1,890	185	9.8	7,119	187	2.6	9,009	372	4.1
12	1,401	82	5.9	5,998	157	2.6	7,399	239	3.2
Total	8,408	1,018	12.1	29,230	1,054	3.6	37,638	2,072	5.5

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	3,126	[illegible]	27.0	8,886	[illegible]	[illegible]	12,012	[illegible]	[illegible]
10	1,991	502	25.2	7,227	435	[illegible]	9,218	[illegible]	[illegible]
11	1,890	268	[illegible]	7,119	329	[illegible]	9,009	[illegible]	[illegible]
12	1,401	96	[illegible]	5,998	144	[illegible]	7,399	240	[illegible]
Total	8,408	1,709	20.3	29,230	2,032	[illegible]	37,638	[illegible]	[illegible]

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	3,126	464	[illegible]	8,836	626	7.0	12,012	[illegible]	[illegible]
10	1,991	273	13.7	7,227	373	5.2	9,218	[illegible]	[illegible]
11	1,890	183	[illegible]	7,119	262	3.7	9,009	[illegible]	[illegible]
12	1,401	74	[illegible]	5,998	93	1.5	7,399	[illegible]	[illegible]
Total	8,408	[illegible]	11.7	29,230	1,350	4.6	37,633	[illegible]	[illegible]

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	3,126	[illegible]	[illegible]	8,386	[illegible]	[illegible]	12,012	[illegible]	[illegible]
10	1,991	[illegible]	[illegible]	7,227	[illegible]	[illegible]	9,218	[illegible]	[illegible]
11	1,890	[illegible]	[illegible]	7,119	952	[illegible]	9,009	[illegible]	[illegible]
12	1,401	395	[illegible]	5,998	547	[illegible]	7,399	[illegible]	[illegible]
Total	8,408	[illegible]	[illegible]	29,230	5,508	[illegible]	37,638	[illegible]	[illegible]

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	3,126	[illegible]	[illegible]	8,886	1,785	[illegible]	12,012	[illegible]	[illegible]
10	1,991	[illegible]	[illegible]	7,227	1,045	[illegible]	9,218	[illegible]	[illegible]
11	1,890	652	[illegible]	7,119	[illegible]	[illegible]	9,009	[illegible]	[illegible]
12	1,401	[illegible]	[illegible]	5,998	458	7.6	7,399	[illegible]	[illegible]
Total	8,408	[illegible]	[illegible]	29,230	[illegible]	[illegible]	37,638	[illegible]	[illegible]

Table 6

BLACK
LENGTH OF SUSPENSION

School	1 day		2 days		3 days		4 days		5 days		6 days		7 days		8 days		9 days		10 days		Indef.		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	#	#	%	#	%	
Atherton	4	4.3	3	3.2	38	40.9	10	10.8	11	11.8	1	1.1	3	3.2	4	4.3			19	20.4			93
Ahrens	5	3.4	5	3.4	61	42.1	1	.7	32	22.1	1	.7							3	2.1	37	25.5	145
Ballard	103	45.4	18	7.9	68	30.0			13	5.7			2	.9					23	10.1			227
Butler	92	19.5	10	2.1	306	65.0	3	.6	42	8.9			1	.2	2	.4			15	3.2			471
Central	20	16.7	56	46.7	30	25.0	2	1.7	6	5.0									2	1.7	4	3.3	120
Doss	10	21.3	5	10.6	28	59.6					2	4.3							2	4.3			47
Durrett	47	33.1	22	15.5	51	35.9			12	8.5							3	2.1	7	4.9			142
Eastern	25	29.1	14	16.3	36	41.9	1	1.2	5	5.8	1	1.2							3	3.5	1	1.2	86
Fairdale	32	34.4	6	6.5	34	36.6			8	8.6									11	11.8	2	2.2	93
Fern Creek	56	23.8	1	.4	151	64.3	1	.4	7	3.0	1	.4	1	.4					10	4.3	7	3.0	235
Iroquois	32	13.5	9	3.8	132	55.7	2	.8	5	2.1									43	18.1	14	5.9	237
T. Jeff.	19	7.6	11	4.4	144	57.4	5	2.0	14	5.6	8	3.2	1	.4	1	.4			39	15.5	9	3.6	251
J. Town	9	9.3	22	22.7	59	60.8	1	1.0	2	2.1									3	3.1	1	1.0	97
Male	10	34.5	5	17.2	9	31.0			2	6.9									3	10.3			29
Manual	9	2.3	218	56.2	111	28.6	1	.3	27	7.0									2	.5	20	5.2	388
Moore	66	41.8	7	4.4	62	39.2			14	8.9			1	.6					6	3.8	2	1.3	158
PRP	1	.7	8	5.9	95	69.9	8	5.9	17	12.5									4	2.9	3	2.2	136
Seneca	15	28.3	6	11.3	24	45.3	1	1.9	3	5.7									4	7.5			53
Shawnee	6	4.5	2	1.5	99	75.0	5	3.8	5	3.8			2	1.5					5	3.8	8	6.1	132
Southern	29	22.7	19	14.8	55	43.0	3	2.3	7	5.5	3	2.3							10	7.8	2	1.6	128
Stuart	119	40.1	30	10.1	129	43.4	1	.3	11	3.7									7	2.4			297
Valley	1	1.8	5	9.1	38	69.1			5	9.1									6	10.9			55
Waggener	3	3.8	4	5.1	52	66.7	6	7.7	4	5.1	1	1.3							8	10.3			78
Western	4	3.8	62	59.0	9	8.6			2	1.9									1	1.0	27	25.7	105
Westport	87	41.6	9	4.3	82	39.2	1	.5	7	3.3	1	.5							14	6.7	8	3.8	209
Totals	804	20.1	557	13.8	1903	47.4	52	1.3	261	6.5	19	.5	11	.3	7	.2	3	.1	250	6.2	145	3.6	4012

Table 7

WHITE
LENGTH OF SUSPENSION

	1 day		2 days		3 days		4 days		5 days		6 days		7 days		8 days		9 days		10 days		Indef.		
School	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	Total
Atherton	7	4.7	8	5.4	100	67.6	3	2.0	1	.7					1	.7			28	18.9			148
Ahrens	7	6.9	2	2.0	66	65.3	2	2.0	11	10.9			1	1.0					2	2.0	10	9.9	101
Ballard	76	39.6	10	5.2	64	33.3			10	5.2			3	1.6					29	15.1			192
Butler	40	20.8	3	1.6	137	71.4	1	.5	9	4.7			1	.5					1	.5			192
Central	43	39.4	44	40.4	12	11.0			8	7.3									2	1.8			109
Doss	43	56.6	6	7.9	22	28.9													5	6.6			76
Durrett	123	47.3	68	26.2	59	22.7	3	1.2	1	.4							3	1.2	3	1.2			260
Eastern	58	48.7	6	5.0	46	38.7	1	.8	3	2.5	1	.8							4	3.4			119
Fairdale	36	45.0	2	2.5	30	37.5			5	6.3							1	1.3	6	7.5			80
Fern Creek	54	25.5			145	68.4			2	.9	1	.5							6	2.8	4	1.9	212
Iroquois	29	19.3	11	7.3	64	42.7			2	1.3	1	.7			1	.7			35	23.3	7	4.7	150
T. Jeff.	29	13.7	10	4.7	133	63.0	1	.5	10	4.7	5	2.4			1	.5			18	8.5	4	1.9	211
J. Town	6	8.0	11	14.7	46	61.3	2	2.7	2	2.7									7	9.3	1	1.3	75
Male	21	52.5	4	10.0	6	15.0			3	7.5									3	7.5	3	7.5	40
Manual	10	5.0	115	56.9	59	29.2	1	.5	5	2.5									4	2.0	8	4.0	202
Moore	43	59.7	6	8.3	19	26.4	1	1.4	3	4.2													72
PRP	3	1.6	20	10.9	122	66.7	8	4.4	17	9.3	1	.5							4	2.2	8	4.4	183
Seneca	18	25.0	6	8.3	34	47.2	2	2.8	6	8.3			1	1.4					5	6.9			72
Shawnee	4	4.3	2	2.2	77	82.8	2	2.2			2	2.2			2	2.2			3	3.2	1	1.1	93
Southern	111	42.9	23	8.9	92	35.5	8	3.1	11	4.2	3	1.2							10	3.9	1	.4	259
Stuart	58	32.8	16	9.0	92	52.0	1	.6	8	4.5									2	1.1			177
Valley	4	4.0	23	22.8	63	62.4			8	7.9									3	3.0			101
Waggener	1	2.0	2	4.1	40	81.6	2	4.1	2	4.1									2	4.1			49
Western	2	2.3	59	67.0	8	9.1													19	21.6			88
Westport	89	41.4	8	3.7	100	46.5	1	.5	5	2.3									11	5.1	1	.5	215
Totals	915	26.3	465	13.4	1636	47.1	39	1.1	132	3.8	14	.4	6	.2	5	.1	4	.1	212	6.1	48	1.4	3476

Table 8

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson	1	50.0			1	50.0	2	.0			4	100			4	.1
2. Assault on Staff	12	28.6	21	50.0	9	21.4	42	1.0	2	66.7	1	33.3			3	.1
3. Assault on Student	50	50.0	36	36.0	14	14.0	100	2.5	18	43.9	18	43.9	5	12.2	41	1.2
4. Burglary/Theft	52	57.8	37	41.1	1	1.1	90	2.2	19	67.9	9	32.1			28	.8
5. Bus Conduct	11	55.0	7	35.0	2	10.0	20	.5	4	80.0	1	20.0			5	.1
6. Destruction of property	16	57.1	8	28.6	4	14.3	28	.7	11	84.6	2	15.4			13	.4
7. Disruption/Disobedience (classroom)	476	82.4	76	13.1	26	4.5	578	14.4	192	87.3	20	9.1	8	3.6	220	6.3
8. Disruption/Disobedience (non-classroom)	481	82.8	89	15.3	11	1.9	581	14.5	350	86.8	49	12.2	4	1.0	403	11.6
9. Disruption/Disobedience (ex. curr. act.)	9	64.3	5	35.7			14	.3	10	71.4	3	21.4	1	7.1	14	.4
10. Excessive cutting of class	851	83.8	136	13.4	29	2.9	1016	25.3	1061	88.7	113	9.4	22	1.8	1196	34.4
11. Extortion	3	42.9	3	42.9	1	14.3	7	.2	3	50.0	1	16.7	2	33.3	6	.2
12. Excessive tardiness (class)	422	96.6	13	3.0	2	.5	437	10.9	276	95.2	13	4.5	1	.3	290	8.3
13. Excessive tardiness (school)	113	94.2	7	5.8	1		120	3.0	190	96.9	6	3.1			196	5.6
14. Fighting	391	80.8	73	15.1	20	4.1	484	12.1	324	89.5	33	9.1	5	1.4	362	10.4
15. Gambling	17	60.7	8	28.6	3	10.7	28	.7	1	100					1	.0
16. Indescent exposure	2	100					2	.0								
17. Loitering/Trespassing	68	87.2	10	12.8			78	1.9	72	85.7	9	10.7	3	3.6	84	2.4
18. Possession of alcoholic beverages	14	77.8	4	22.2			18	.4	27	77.1	8	22.9			35	1.0
19. Possession or selling of drugs	28	43.1	30	46.2	7	10.8	65	1.6	76	45.5	83	49.7	8	4.8	167	4.8
20. Possession of explosives or fireworks	1	100					1	.0	6	100					6	.2
21. Possession of weapons	15	55.6	9	33.3	3	11.1	27	.7	11	61.1	7	38.9			18	.5
22. Profanity or vulgarity	86	76.1	21	18.6	6	5.3	113	2.8	57	86.4	4	6.1	5	7.6	66	1.9
23. Selling goods illegally	1	50.0	1	50.0			2	.0								
24. Smoking in unassigned area	120	95.2	5	4.0	1	.8	126	3.1	255	98.5	3	1.2	1	.4	259	7.5
25. Truancy (over 16 yrs. of age)	12	66.7	3	16.1	3	16.7	18	.4	32	82.1	5	12.8	2	5.1	39	1.1
26. Walkout participation	2	100					2	.0	16	94.1	1	5.9			17	.5
27. Violation of dress code	10	76.9	1	7.7	2	15.4	13	.3	3	100					3	.1
	3264	81.4	603	15.0	145	3.6	4012	100	3016	86.8	393	11.3	67	1.9	3476	100.0

Table 9
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Atherton High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	106	19	17.9	348	21	6.0	454	40	8.8
10	82	11	13.4	300	14	4.7	382	25	6.5
11	66	14	21.2	298	22	7.4	364	36	9.9
12	67	4	6.0	273	13	4.8	340	17	.5
Total	321	48	15.0	1,219	70	5.7	1,540	118	7.7

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	106	15	14.2	348	21	6.0	454	36	7.9
10	82	8	9.8	300	14	4.7	382	22	5.8
11	66	14	21.2	298	22	7.4	364	36	9.9
12	67	4	6.0	273	12	4.5	340	16	4.7
Total	321	41	12.8	1,219	69	5.7	1,540	110	7.1

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	106	26	24.5	348	43	12.1	454	69	15.2
10	82	9	11.0	300	12	4.1	382	26	6.8
11	66	6	9.1	298	12	4.0	364	18	4.9
12	67	4	6.0	273	6	2.2	340	10	2.9
Total	321	45	14.0	1,219	78	6.4	1,540	123	8.0

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	106	15	14.2	348	42	12.1	454	57	12.6
10	82	8	9.8	300	17	5.7	382	25	6.5
11	66	3	4.5	298	11	3.7	364	14	3.8
12	67	4	6.0	273	5	1.8	340	9	2.6
Total	321	30	9.3	1,219	75	6.2	1,540	105	6.8

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	106	29	27.4	348	13	3.7	454	42	9.3
10	82	3	3.7	300	6	2.0	382	9	2.4
11	66	13	19.7	298	6	2.0	364	19	5.2
12	67	3	4.5	273	25	9.2	340	28	8.2
Total	321	48	15.0	1,219	50	4.1	1,540	98	6.4

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	106	20	18.9	348	13	3.7	454	33	7.3
10	82	2	2.4	300	4	1.3	382	6	1.6
11	66	11	16.7	298	6	2.0	364	17	4.7
12	67	3	4.5	273	14	5.1	340	17	5.0
Total	321	36	11.2	1,219	37	3.0	1,540	73	4.7

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	106	74	69.8	348	77	22.1	454	151	33.3
10	82	23	28.0	300	32	10.7	382	55	14.4
11	66	33	50.0	298	40	13.2	364	73	20.1
12	67	11	16.4	273	34	12.5	340	45	13.2
Total	321	141	43.9	1,219	183	15.0	1,540	324	21.0

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	106	50	47.2	348	76	21.8	454	126	27.8
10	82	18	22.0	300	35	11.7	382	53	13.9
11	66	28	42.4	298	39	13.1	364	67	18.4
12	67	11	16.4	273	32	11.7	340	43	12.6
Total	321	107	33.3	1,219	182	14.9	1,540	289	18.8

Table 10
Atherton High School

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson																
2. Assault on Staff																
3. Assault on Student	2	50.0	2	50.0			4	4.3								
4. Burglary/Theft			9	100			9	9.7			3	100			3	2.0
5. Bus Conduct			3	100			3	3.2								
6. Destruction of property			3	100			3	3.2								
7. Disruption/Disobedience (classroom)	3	50.0	3	50.0			6	6.5	6	85.7	1	14.3			7	4.7
8. Disruption/Disobedience (non-classroom)	9	50.0	9	50.0			18	19.4	7	87.5	1	12.5			8	5.4
9. Disruption/Disobedience (ex. curr. act.)																
10. Excessive cutting of class	23	74.2	8	25.8			31	33.3	60	90.9	6	9.1			66	44.6
11. Extortion																
12. Excessive tardiness (class)			1	100			1	1.1								
13. Excessive tardiness (school)																
14. Fighting	3	50.0	3	50.0			6	6.5	12	85.7	2	14.3			14	9.5
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing	3	42.9	4	57.1			7	7.5	11	68.8	5	31.3			16	10.8
18. Possession of alcoholic beverages			2	100			2	2.2			1	100			1	.7
19. Possession or selling of drugs			1	100			1	1.1			13	100			13	8.8
20. Possession of explosives or fireworks																
21. Possession of weapons											1	100			1	.7
22. Profanity or vulgarity									3	100					3	2.0
23. Selling goods illegally																
24. Smoking in unassigned area	2	100					2	2.2	16	100					16	10.8
25. Truancy (over 16 yrs. of age)																
26. Walkout participation																
27. Violation of dress code																
TOTALS	45	48.4	48	41.6			93	100	115	77.7	33	22.3			148	100

Table 11
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Ahrens High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	140	46	32.9	361	28	7.8	501	74	14.8
10	78	15	19.2	182	16	8.8	260	31	12.0
11	72	9	12.5	151	10	6.6	223	19	8.5
12	65	8	12.3	134	7	5.2	199	15	7.5
Total	355	78	22.0	828	61	7.4	1,183	139	11.7

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	140	36	25.7	361	27	7.5	501	63	12.6
10	78	11	14.1	182	11	6.0	260	22	8.5
11	72	9	13.0	151	9	6.0	223	18	8.1
12	65	7	10.8	134	6	4.5	199	13	6.5
Total	355	63	17.7	828	53	6.4	1,183	116	9.8

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	140	50	35.7	361	24	6.6	501	74	14.8
10	78	7	9.0	182	11	6.0	260	18	6.9
11	72	8	11.1	151	3	2.0	223	11	4.9
12	65	2	3.0	134	2	1.5	199	4	2.0
Total	355	67	18.9	828	40	4.8	1,183	107	9.0

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	140	36	26.0	361	22	6.1	501	58	11.6
10	78	7	9.0	182	10	5.5	260	17	6.5
11	72	6	8.3	151	2	1.3	223	8	3.6
12	65	2	3.1	134	2	1.5	199	4	2.0
Total	355	51	14.4	828	36	4.3	1,183	87	7.4

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	140	23	16.4	361	18	5.0	501	41	8.2
10	78	10	12.8	182	9	4.9	260	19	7.3
11	72	8	11.1	151	3	2.0	223	11	4.9
12	65	13	20.0	134	9	6.7	199	22	11.1
Total	355	54	15.2	828	39	4.7	1,183	93	7.9

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	140	16	11.4	361	12	3.3	501	28	5.6
10	78	9	11.5	182	7	3.9	260	16	6.2
11	72	6	8.3	151	2	1.3	223	8	3.6
12	66	9	13.8	134	0	0	199	9	4.5
Total	355	40	11.3	828	21	2.5	1,183	61	5.2

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	140	119	85.0	361	90	24.9	501	209	41.7
10	78	32	41.0	182	36	19.8	260	68	26.2
11	72	25	34.7	151	16	10.6	223	41	18.4
12	65	23	35.4	134	9	6.7	199	32	16.1
Total	355	199	56.1	828	151	18.2	1,183	350	29.6

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	140	88	62.9	361	61	16.9	501	149	29.7
10	78	27	34.6	182	28	15.4	260	55	21.2
11	72	21	29.2	151	13	8.6	223	34	15.2
12	65	18	27.7	134	8	5.9	199	26	13.1
Total	355	154	43.4	828	110	13.3	1,183	264	22.3

Table 12
Ahrens High School

Offense	BLACK Length of Suspension								WHITE Length of Suspension							
	1-3 days		4-10 days		Indefinite		Total		1-3 days		4-10 days		Indefinite		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Arson											2	100			2	2.0
2. Assault on Staff					7	100	7	4.8								
3. Assault on Student					1	100	1	.7					1	100	1	1.0
4. Burglary/Theft	2	50.0	2	50.0			4	2.8								
5. Bus Conduct																
6. Destruction of property			4	100			4	2.8	1	100					1	1.0
7. Disruption/Disobedience (classroom)	16	57.2	2	7.2	10	35.7	28	19.3	11	74.8	2	12.6	3	18.3	16	15.8
8. Disruption/Disobedience (non-classroom)	5	62.5	2	25.0	1	12.5	8	5.5	1	100					1	1.0
9. Disruption/Disobedience (ex. curr. act.)																
10. Excessive cutting of class	22	55.0	11	27.5	7	17.5	40	27.6	33	83.8	6	16.2			39	38.6
11. Extortion																
12. Excessive tardiness (class)																
13. Excessive tardiness (school)																
14. Fighting	15	75.0	3	15.0	2	10.0	20	13.8	21	80.8	5	19.2			26	25.7
15. Gambling			6	66.7	3	33.3	9	6.2								
16. Indescent exposure																
17. Loitering/Trespassing	2	66.7	1	33.3			3	2.1								
18. Possession of alcoholic beverages																
19. Possession or selling of drugs													3	100	3	3.0
20. Possession of explosives or fireworks																
21. Possession of weapons	1	50.0	1	50.0			2	1.4								
22. Profanity or vulgarity	5	33.3	4	26.7	6	40.0	15	10.3	2	33.3	1	16.7	3	50.0	6	5.9
23. Selling goods illegally			1	100			1	.7								
24. Smoking in unassigned area	3	100					3	2.1	5	100					5	5.0
25. Truancy (over 16 yrs. of age)									1	100					1	1.0
26. Walkout participation																
27. Violation of dress code																
TOTALS	71	49.0	37	25.5	37	25.5	145	100	75	74.2	16	15.9	10	9.9	101	100

Table 13
Student Suspenion by Ethnicity and Grade Level for School Year 1977-78
Ballard High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	148	69	46.6	338	35	10.4	486	104	21.4
10	69	10	14.5	383	26	6.8	452	36	8.0
11	84	19	22.6	370	33	8.9	454	52	11.5
12	63	8	12.7	329	8	2.4	392	16	4.1
Total	364	106	29.1	1,420	102	7.2	1,784	208	11.7

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	148	44	29.7	338	22	6.5	486	66	13.6
10	69	7	10.1	383	20	5.2	452	27	6.0
11	84	14	16.7	370	21	5.7	454	35	7.7
12	63	7	11.1	329	6	1.9	392	13	3.3
Total	364	72	19.8	1,420	69	4.9	1,784	141	7.9

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	148	90	60.8	338	33	9.8	486	123	25.3
10	69	13	18.8	383	30	7.8	452	43	9.5
11	84	16	19.0	370	17	4.6	454	33	7.3
12	63	2	3.2	329	10	3.0	392	12	3.1
Total	364	121	33.2	1,420	90	6.3	1,784	211	11.8

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	148	57	38.5	338	25	7.4	486	82	16.9
10	69	7	10.1	383	23	6.0	452	30	6.6
11	84	8	9.5	370	12	3.2	454	20	4.4
	63	2	3.2	329	17	5.2	392	9	2.3
	364	74	20.3	1,420	67	4.7	1,784	141	7.9

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	148	20	13.5	338	17	5.0	486	37	7.6
10	69	8	11.7	383	22	5.7	452	30	6.6
11	84	7	8.3	370	19	5.1	454	26	5.7
12	63	3	4.8	329	1	.3	392	4	1.0
Total	364	38	9.9	1,420	59	4.2	1,784	95	5.3

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	148	13	8.8	338	10	3.0	486	23	4.7
10	69	2	2.9	383	18	4.7	452	20	4.4
11	84	3	3.6	370	10	2.7	454	13	2.8
12	63	1	1.6	329	3	.9	392	4	1.0
Total	364	18	4.2	1,420	42	2.9	1,784	59	3.3

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	148	179	120.9	338	85	25.1	486	264	54.3
10	69	29	42.0	383	78	20.4	452	107	23.7
11	84	42	50.0	370	69	18.6	454	111	24.5
12	63	13	20.6	329	19	5.8	392	32	8.2
Total	364	263	72.3	1,420	251	18.2	1,784	514	29.5

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	148	114	77.0	338	59	17.5	486	173	35.6
10	69	16	23.2	383	61	15.9	452	77	17.0
11	84	24	28.6	370	43	11.6	454	67	14.8
12	63	10	15.9	329	19	5.8	392	29	7.4
Total	364	164	45.0	1,420	182	12.8	1,784	346	19.4

Table 14
Ballard High School

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson																
2. Assault on Staff			1	100			1	.4								
3. Assault on Student	3	42.9	4	57.1			7	3.1								
4. Burglary/Theft	5	41.7	7	58.3			12	5.3	2	100					2	1.0
5. Bus Conduct			1	100			1	.4								
6. Destruction of property	1	100					1	.4								
7. Disruption/Disobedience (classroom)	43	93.5	3	6.5			46	20.3	11	100					11	5.7
8. Disruption/Disobedience (non-classroom)	26	81.2	6	18.8			32	14.1	43	14.1	8	15.6			51	26.6
9. Disruption/Disobedience (ex. curr. act.)	2	100					2	.9			1	100			1	.5
10. Excessive cutting of class	49	98.0	1	2.0			50	22.0	60	90.9	6	9.1			66	34.4
11. Extortion	1	100					1	.4			1	100			1	.5
12. Excessive tardiness (class)	10	100					10	4.4	7	100					7	3.6
13. Excessive tardiness (school)	1	100					1	.4								
14. Fighting	18	73.1	7	26.9			26	11.5	7	100					7	3.6
15. Gambling																
16. Indescent exposure	1	100					1	.4								
17. Loitering/Trespassing	4	100					4	1.8	3	100					3	1.6
18. Possession of alcoholic beverages	1	100					1	.4			4	100			4	2.1
19. Possession or selling of drugs	6	60.0	4	40.0			10	4.4	4	15.4	22	84.6			26	13.5
20. Possession of explosives or fireworks																
21. Possession of weapons																
22. Profanity or vulgarity	11	73.7	4	26.7			15	6.6	6	100					6	3.1
23. Selling goods illegally																
24. Smoking in unassigned area	3	100					3	1.3	7	100					7	3.6
25. Truancy (over 16 yrs. of age)																
26. Walkout participation																
27. Violation of dress code	3	100					[illegible]	1.3								
TOTALS	189	83.3	38	16.7			227	100	150	78.1	42	21.9			192	100

Table 15
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Butler High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	211	152	72.0	331	82	24.8	542	234	43.2
10	96	50	52.1	269	26	9.7	365	76	20.8
11	111	48	43.2	305	19	6.2	416	67	16.1
12	61	18	29.5	261	11	4.2	322	29	9.0
Total	479	268	55.9	1,166	138	11.8	1,645	406	24.7

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	211	102	48.3	331	58	17.5	542	160	29.5
10	96	34	35.4	269	23	8.6	365	57	15.6
11	111	33	29.7	305	19	6.2	416	52	12.5
12	61	13	21.3	261	11	4.2	322	24	7.5
Total	479	182	38.0	1,166	111	9.5	1,645	293	13.9

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	211	123	58.3	331	28	8.5	542	150	27.7
10	96	39	40.6	269	16	5.9	365	55	15.1
11	111	33	30.0	305	5	1.6	416	38	9.1
12	61	9	14.8	261	5	1.9	322	14	4.3
Total	479	203	42.4	1,166	54	4.6	1,645	257	15.6

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	211	32	15.2	331	8	2.4	542	40	7.4
10	96	26	27.1	269	14	5.2	365	40	11.0
11	111	25	22.5	305	5	1.6	416	30	7.2
12	61	6	9.8	261	5	1.9	322	11	3.4
Total	479	89	18.6	1,166	32	2.7	1,645	121	7.4

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	211	69	32.7	331	110	33.2	542	179	32.9
10	96	63	65.6	269	16	5.9	365	79	21.6
11	111	20	18.0	305	8	2.6	416	28	6.7
12	61	4	6.6	261	0	0	322	4	1.2
Total	479	155	32.4	1,166	132	11.3	1,645	287	17.4

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	211	55	26.1	331	48	14.5	542	103	19.0
10	96	35	36.5	269	13	4.8	365	48	13.2
11	111	16	14.4	305	7	2.3	416	23	5.5
12	61	3	4.9	261	0	0	322	3	.9
Total	479	109	22.8	1,166	68	5.8	1,645	177	10.8

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	211	344	163.0	331	220	66.5	542	564	104.1
10	96	152	158.3	269	58	21.6	365	210	57.5
11	111	101	91.0	305	30	9.8	416	131	31.5
12	61	31	50.8	261	16	6.1	322	47	14.6
Total	479	628	131.1	1,166	324	27.8	1,645	952	57.9

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	211	189	89.6	331	114	34.4	542	303	55.9
10	96	95	99.0	269	50	18.6	365	145	39.7
11	111	74	66.7	305	30	9.8	416	104	25.0
12	61	22	36.1	261	16	6.1	322	38	11.8
Total	479	380	79.3	1,166	210	18.0	1,645	590	35.9

Table 16
Butler High School

Offense	BLACK Length of Suspension								WHITE Length of Suspension							
	1-3 days		4-10 days		Indefinite		Total		1-3 days		4-10 days		Indefinite		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Arson																
2. Assault on Staff			1	100			1	.2								
3. Assault on Student	5	83.3	1	16.7			6	1.3	1	50.0	1	50.0			2	1.0
4. Burglary/Theft	1	16.7	5	83.3			6	1.3								
5. Bus Conduct																
6. Destruction of property																
7. Disruption/Disobedience (classroom)	36	76.6	11	23.4			47	10.0	2	66.7	1	33.3			3	1.6
8. Disruption/Disobedience (non-classroom)	19	82.6	4	17.4			23	4.9	3	100					3	1.6
9. Disruption/Disobedience (ex. curr. act.)			2	100			2	.4								
10. Excessive cutting of class	196	90.6	20	9.4			216	45.9	112	6.6	10	8.2			122	63.5
11. Extortion																
12. Excessive tardiness (class)	91	100					91	19.3	27	100					27	14.1
13. Excessive tardiness (school)	26	86.7	4	13.3			30	6.4	10	100					10	5.2
14. Fighting	17	85.0	3	15.0			20	4.2	4	100					4	2.1
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing			1	100			1	.2								
18. Possession of alcoholic beverages			1	100			1	.2	5	100					5	2.6
19. Possession or selling of drugs			3	100			3	.6	2	100					2	1.0
20. Possession of explosives or fireworks																
21. Possession of weapons			2	100			2	.4								
22. Profanity or vulgarity	9	69.2	4	30.8			13	2.8								
23. Selling goods illegally																
24. Smoking in unassigned area	3	75.0	1	25.0			4	.8	2	100					2	1.0
25. Truancy (over 16 yrs. of age)																
26. Walkout participation	1	100					1	.2	12	100					12	6.3
27. Violation of dress code	4	100					4	.8								
TOTAL	409	86.8	62	13.2			471	100	180	93.8	12	6.2			192	100

Table 17
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Central High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	146	24	16.4	357	13	3.6	503	37	7.4
10	82	23	28.0	349	18	5.2	431	41	9.5
11	85	13	15.3	356	24	6.7	441	37	8.4
12	85	6	7.1	267	4	1.5	352	10	2.8
Total	398	66	16.6	1,329	59	4.4	1,727	125	7.2

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	146	18	12.3	357	12	3.4	503	30	6.0
10	82	17	20.7	349	15	4.3	431	32	7.5
11	85	11	12.9	356	24	6.7	441	35	7.9
12	85	6	7.1	267	3	1.1	352	9	2.6
Total	398	52	13.1	1,329	54	4.1	1,727	106	6.2

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	146	32	21.9	357	20	5.6	503	52	10.3
10	82	8	9.8	349	11	3.2	431	19	4.4
11	85	11	12.9	356	11	3.1	441	22	5.0
12	85	3	3.5	267	8	3.0	352	11	3.1
Total	398	54	13.6	1,329	50	3.8	1,727	104	6.0

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	146	18	12.3	357	17	4.8	503	35	7.0
10	82	5	6.1	349	10	2.9	431	15	3.5
11	85	11	12.9	356	10	2.8	441	21	4.8
12	85	2	2.4	267	8	3.0	352	10	2.8
Total	398	36	9.0	1,329	45	3.4	1,727	81	4.7

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	146	18	12.3	357	17	4.8	503	35	7.0
10	82	8	9.8	349	7	2.0	431	15	3.5
11	85	8	9.4	356	31	8.7	441	39	8.8
12	85	1	1.2	267	0	0	352	1	.3
Total	398	35	8.8	1,329	55	4.1	1,727	90	5.2

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	146	12	8.2	357	13	3.6	503	25	5.0
10	82	5	6.1	349	2	.6	431	7	1.6
11	85	6	7.1	356	30	8.4	441	36	8.2
12	85	1	1.2	267	0	0	352	1	.3
Total	398	24	6.0	1,329	45	3.4	1,727	69	4.0

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	146	74	50.7	357	50	14.0	503	124	24.7
10	82	39	47.6	349	36	10.3	431	75	17.4
11	85	32	37.7	356	66	18.5	441	98	22.3
12	85	10	11.8	267	12	4.5	352	22	6.3
Total	398	155	38.9	1,329	164	12.3	1,727	319	18.5

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	146	48	32.9	357	42	11.8	503	90	17.9
10	82	27	32.9	349	27	7.7	431	54	12.5
11	85	28	32.9	356	64	17.9	441	92	20.9
12	85	9	10.6	267	11	4.1	352	20	5.7
Total	398	112	28.1	1,329	144	10.8	1,727	256	14.8

Table 18
Central High School

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson											1	100			1	.9
2. Assault on Staff			1	100			1	.8								
3. Assault on Student					1	100	1	.8								
4. Burglary/Theft	1	100					1	.8			1	100			1	.9
5. Bus Conduct																
6. Destruction of property									1	100					1	.9
7. Disruption/Disobedience (classroom)	6	75.0	1	12.5	1	12.5	8	6.7								
8. Disruption/Disobedience (non-classroom)	20	90.9			2	9.1	22	18.3	24	88.9	3	11.1			27	24.8
9. Disruption/Disobedience (ex. curr. act.)																
10. Excessive cutting of class	32	94.1	2	5.9			34	28.3	37	100					37	33.9
11. Extortion																
12. Excessive tardiness (class)	4	100					4	3.3			1	100			1	.9
13. Excessive tardiness (school)	1	100					1	.8								
14. Fighting	5	71.4	2	28.6			7	5.8	4	100					4	3.7
15. Gambling	4	66.7	2	33.3			6	5.0								
16. Indescent exposure																
17. Loitering/Trespassing																
18. Possession of alcoholic beverages	1	100					1	.8	1	100					1	.9
19. Possession or selling of drugs	6	100					6	5.0	6	75.0	2	25.0			8	7.3
20. Possession of explosives or fireworks																
21. Possession of weapons	1	100					1	.8								
22. Profanity or vulgarity	4	80.0	1	20.0			5	4.2	3	75.0	1	25.0			4	3.7
23. Selling goods illegally																
24. Smoking in unassigned area									22	95.7	1	4.3			23	21.1
25. Truancy (over 16 yrs. of age)																
26. Walkout participation									1	100					1	.9
27. Violation of dress code																
TOTALS	106	88.4	10	8.3	4	3.3	120	100	99	90.9	10	9.1			109	100

Table 19
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Doss High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	9	11.0	281	16	5.7	363	25	6.9
10	77	3	3.9	231	10	4.3	308	13	4.2
11	42	4	9.5	261	8	3.5	303	12	4.0
12	53	2	3.8	223	4	1.8	276	6	2.6
Total	254	18	8.0	996	38	3.8	1,250	56	4.5

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	7	8.5	281	11	3.9	363	18	5.0
10	77	3	3.9	231	10	4.3	308	13	4.2
11	42	4	9.5	261	7	2.7	303	11	3.6
12	53	1	1.9	223	4	1.8	276	5	1.8
Total	254	15	5.9	996	32	3.2	1,250	47	3.8

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	15	18.3	281	20	7.1	363	35	9.6
10	77	9	11.7	231	10	4.3	308	19	6.2
11	42	1	2.4	261	6	2.3	303	7	2.3
12	53	4	7.5	223	2	9.0	276	6	2.2
Total	254	29	11.4	996	38	3.8	1,250	67	5.4

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	14	17.1	281	17	6.0	363	31	8.5
10	77	8	10.4	231	9	3.9	308	17	5.5
11	42	1	2.4	261	5	1.9	303	6	2.0
12	53	4	7.5	223	1	.4	276	5	1.8
Total	254	27	10.6	996	32	3.2	1,250	59	4.7

THIRD QUARTER

Incidances of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	6	7.3	281	30	10.7	363	36	9.9
10	77	2	2.6	231	8	3.5	308	10	3.2
11	42	1	2.4	261	2	.7	303	3	1.0
12	53	6	11.3	223	0	0	276	6	2.2
Total	254	15	5.9	996	40	4.0	1,250	55	4.4

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	5	6.1	281	22	7.8	363	27	7.4
10	77	2	2.6	231	7	3.0	308	9	2.9
11	42	1	2.4	261	2	.8	303	3	1.0
12	53	5	9.4	223	0	0	276	5	1.8
Total	254	13	5.1	996	31	3.1	1,250	44	3.5

TOTALS FOR 1977 1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	30	36.6	281	66	23.5	363	96	26.4
10	77	14	18.2	231	28	12.2	308	42	13.6
11	42	6	14.3	261	16	6.1	303	22	7.3
12	53	12	22.6	223	6	2.7	276	18	6.5
Total	254	62	24.4	996	116	11.6	1,250	178	14.2

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	26	31.7	281	50	17.8	363	76	21.0
10	77	13	16.9	231	26	11.3	308	39	12.7
11	42	6	14.3	261	14	5.4	303	20	6.6
12	53	10	18.9	223	5	2.2	276	15	5.4
Total	254	55	21.6	996	95	9.5	1,250	150	12.0

Table 20
Doss High School

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson																
2. Assault on Staff																
3. Assault on Student																
4. Burglary/Theft	2	50.0	2	50.0			4	8.5								
5. Bus Conduct									1	100					1	1.3
6. Destruction of property																
7. Disruption/Disobedience (classroom)	5	100					5	10.6	8	100					8	10.5
8. Disruption/Disobedience (non-classroom)	7	100					7	14.9	4	80.0	1	20.0			5	6.6
9. Disruption/Disobedience (ex. curr. act.)																
10. Excessive cutting of class	9	100					9	19.1	16	94.1	1	5.9			17	22.4
11. Extortion																
12. Excessive tardiness (class)	1	100					1	2.1	11	84.6	2	15.4			13	17.1
13. Excessive tardiness (school)	2	100					2	4.3	6	100					6	7.9
14. Fighting	11	84.6	2	15.4			13	27.7	4	100					4	5.3
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing									4	100					4	5.3
18. Possession of alcoholic beverages									6	85.7	1	14.3			7	9.2
19. Possession or selling of drugs	5	100					5	10.6	11	100					11	14.5
20. Possession of explosives or fireworks																
21. Possession of weapons																
22. Profanity or vulgarity	1	100					1	2.1								
23. Selling goods illegally																
24. Smoking in unassigned area																
25. Truancy (over 16 yrs. of age)																
26. Walkout participation																
27. Violation of dress code																
TOTA	43	91.5	4	8.5			47	100	71	93.1	5	6.9			76	100

Table 21
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Durrett High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	65	58	89.2	329	101	30.7	394	159	40.4
10	38	25	65.8	283	65	23.0	321	90	28.0
11	53	12	22.6	279	25	9.0	332	37	11.1
12	35	4	11.4	226	16	7.2	261	20	7.7
Total	191	99	51.8	1,117	207	18.5	1,308	306	23.4

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	65	30	46.2	329	64	19.4	394	94	23.9
10	38	14	36.8	283	48	17.0	321	62	19.3
11	53	9	17.0	279	23	8.2	332	32	9.6
12	35	3	8.6	226	16	7.1	261	19	8.4
Total	191	56	29.3	1,117	151	13.5	1,308	207	15.8

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	65	21	32.3	329	20	6.1	394	41	10.4
10	38	12	31.6	283	13	4.6	321	25	7.8
11	53	7	13.2	279	11	3.9	332	18	5.4
12	35	3	8.6	226	9	4.4	261	12	4.6
Total	191	43	22.5	1,117	53	4.7	1,308	96	7.3

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	65	7	10.8	329	10	2.6	394	17	4.3
10	38	4	10.5	283	6	2.1	321	10	3.1
11	53	7	13.2	279	6	2.2	332	13	3.9
12	35	3	8.6	226	5	2.2	261	8	3.1
Total	191	21	11.0	1,117	27	2.4	1,308	48	3.7

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	65	68	104.6	329	45	13.7	394	113	28.7
10	38	8	21.1	283	21	7.4	321	29	9.0
11	53	6	11.3	279	3	1.1	332	9	2.7
12	35	0	0	226	2	.9	261	2	.8
Total	191	82	42.9	1,117	71	6.4	1,308	153	11.7

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	65	23	35.4	329	21	6.4	394	44	11.2
10	38	2	5.3	283	14	4.9	321	16	5.0
11	53	2	3.8	279	1	.4	332	3	.9
12	35	0	0	226	2	.9	261	2	.8
Total	191	27	14.1	1,117	38	3.4	1,308	65	5.0

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	65	147	226.2	329	166	50.5	394	313	79.4
10	38	45	118.4	283	99	34.9	321	144	44.9
11	53	25	47.2	279	39	13.9	332	64	19.3
12	35	7	20.0	226	27	11.9	261	34	13.0
Total	191	224	117.3	1,117	331	29.6	1,308	555	42.4

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	65	60	92.3	329	95	28.9	394	155	39.3
10	38	20	52.6	283	68	24.0	321	88	27.4
11	53	18	33.9	279	30	10.8	332	48	14.5
12	35	6	17.1	226	23	10.2	261	29	11.1
Total	191	104	54.5	1,117	216	19.3	1,308	320	24.5

Offense	BLACK Length of Suspension								WHITE Length of Suspension							
Table 22 Durrett High School	1-3 days		4-10 days		Indefinite		Total		1-3 days		4-10 days		Indefinite		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Arson																
2. Assault on Staff																
3. Assault on Student	2	28.6	5	71.4			7	4.9			1	100			1	.4
4. Burglary/Theft																
5. Bus Conduct																
6. Destruction of property																
7. Disruption/Disobedience (classroom)	20	91.0	2	9.0			22	15.5	7	100					7	2.7
8. Disruption/Disobedience (non-classroom)	19	86.4	3	13.6			22	15.5	35	97.2	1	2.8			36	13.8
9. Disruption/Disobedience (ex. curr. act.)									2	100					2	.8
10. Excessive cutting of class	29	90.6	3	9.4			32	22.5	113	98.3	2	1.7			115	44.2
11. Extortion			1	100			1	.7								
12. Excessive tardiness (class)	23	100					23	16.2	46	100					46	17.7
13. Excessive tardiness (school)																
14. Fighting	8	53.3	7	46.7			15	10.6	15	93.7	1	6.3			16	6.2
15. Gambling																
16. Indescent exposure	1	100					1	.7								
17. Loitering/Trespassing									1	100					1	.4
18. Possession of alcoholic beverages																
19. Possession or selling of drugs																
20. Possession of explosives or fireworks									1	100					1	.4
21. Possession of weapons	3	100					3	2.1			5	100			5	1.9
22. Profanity or vulgarity	9	90.0	1	10.0			10	7.0	12	100					12	4.6
23. Selling goods illegally																
24. Smoking in unassigned area	6	100					6	4.2	18	100					18	6.9
25. Truancy (over 16 yrs. of age)																
26. Walkout participation																
27. Violation of dress code																
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			[illegible]	[illegible]	250	[illegible]	[illegible]	[illegible]			[illegible]	100

Table 23
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Eastern High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	76	17	22.4	268	14	5.2	344	31	9.0
10	43	20	51.2	302	40	13.2	345	60	17.4
11	62	11	17.7	284	14	5.0	346	25	7.2
12	37	9	24.3	250	15	6.0	287	24	8.4
Total	218	57	26.1	1,104	83	7.5	1,322	140	10.6

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	76	13	17.1	268	12	5.3	344	25	7.3
10	43	16	37.2	302	33	10.9	345	49	14.2
11	62	7	11.3	284	14	4.9	346	21	6.1
12	37	9	24.3	250	15	6.7	287	24	8.4
Total	218	45	20.6	1,104	74	6.7	1,322	119	9.0

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	76	14	18.4	268	17	6.3	344	31	9.0
10	43	4	9.3	302	9	3.0	345	13	3.8
11	62	8	12.9	284	2	.7	346	10	2.9
12	37	3	8.1	250	8	3.2	287	11	3.8
Total	218	29	13.3	1,104	36	3.3	1,322	65	4.9

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	76	9	11.8	268	13	4.9	344	22	6.4
10	43	2	4.7	302	2	6.6	345	10	2.9
11	62	8	12.9	284	8	2.9	346	10	2.9
12	37	2	5.4	250	5	2.0	287	7	2.4
Total	218	21	9.6	1,104	28	2.5	1,322	49	3.7

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	76	7	9.2	268	22	8.2	344	29	8.4
10	43	6	14.0	302	43	14.2	345	49	14.2
11	62	10	16.1	284	19	6.7	346	29	8.4
12	37	2	5.4	250	9	3.6	287	11	3.8
Total	218	25	11.5	1,104	93	8.4	1,322	118	8.9

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	76	3	4.0	268	9	3.4	344	12	3.5
10	43	5	11.6	302	28	9.3	345	33	9.6
11	62	5	8.1	284	12	4.2	346	17	4.9
12	37	1	2.7	250	4	1.6	287	5	1.7
Total	218	14	6.4	1,104	53	4.8	1,322	67	5.1

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	76	38	50.0	268	52	19.4	344	90	26.2
10	43	30	69.8	302	92	30.5	345	122	35.4
11	62	29	46.8	284	35	12.3	346	64	18.5
12	37	14	37.8	250	32	12.8	287	46	16.0
Total	218	111	50.9	1,104	211	19.1	1,322	322	24.4

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	76	25	32.9	268	34	12.7	344	59	17.2
10	43	23	53.5	302	63	20.9	345	86	24.9
11	62	20	32.3	284	34	12.0	346	54	15.6
12	37	12	32.4	250	24	9.6	287	36	12.5
Total	218	80	36.7	1,104	155	14.0	1,322	235	17.8

Table 24
Eastern High School

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson																
2. Assault on Staff																
3. Assault on Student	1	100					1	1.2								
4. Burglary/Theft																
5. Bus Conduct																
6. Destruction of property																
7. Disruption/Disobedience (classroom)	3	60.0	2	40.0			5	5.8	2	100					2	1.7
8. Disruption/Disobedience (non-classroom)	6	75.0	2	25.0			8	9.3	1	100					1	.8
9. Disruption/Disobedience (ex. curr. act.)																
10. Excessive cutting of class	35	97.2	1	2.8			36	41.9	48	85.7	8	14.3			56	47.1
11. Extortion																
12. Excessive tardiness (class)	9	100					9	10.5	9	100					9	7.6
13. Excessive tardiness (school)	4	100					4	4.7								
14. Fighting	7	70.0	3	30.0			10	11.6	5	100					5	4.2
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing			2	100			2	2.3	1	100					1	.8
18. Possession of alcoholic beverages																
19. Possession or selling of drugs			1	100			1	1.2	12	92.3	1	7.7			13	10.8
20. Possession of explosives or fireworks																
21. Possession of weapons	1	100					1	1.2								
22. Profanity or vulgarity	1	100					1	1.2								
23. Selling goods illegally																
24. Smoking in unassigned area	5	100					5	5.8	31	100					31	26.1
25. Truancy (over 16 yrs. of age)	3	100					3	3.5	1	100					1	.8
26. Walkout participation																
27. Violation of dress code																
TOTALS	75	87.2	11	12.8			86	100	110	92.4	9	7.6			119	100

Table 25
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Fairdale High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	22	26.8	402	24	6.0	484	46	9.5
10	56	14	25.0	271	5	1.8	327	19	5.8
11	49	16	32.7	252	7	3.1	301	23	7.6
12	35	7	20.0	204	6	2.9	239	13	5.8
Total	222	59	26.6	1,129	42	3.7	1,351	101	7.5

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	13	15.8	402	17	4.2	484	30	6.2
10	56	9	16.1	271	5	1.8	327	14	4.3
11	49	14	28.6	252	6	2.4	301	20	6.6
12	35	6	17.1	204	5	2.5	239	11	4.6
Total	222	42	18.9	1,129	33	2.9	1,351	75	5.6

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	13	15.9	402	15	3.7	484	28	4.7
10	56	6	10.7	271	13	4.8	327	19	5.8
11	49	11	22.4	252	8	3.2	301	19	6.3
12	35	4	11.4	204	2	.9	239	6	2.5
Total	222	34	15.3	1,129	38	3.4	1,351	72	5.3

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	7	8.5	402	12	3.0	484	19	3.9
10	56	4	7.1	271	10	3.7	327	14	4.3
11	49	4	8.2	252	6	2.4	301	10	3.3
12	35	4	11.4	204	2	.9	239	8	3.3
Total	222	19	8.6	1,129	30	2.7	1,351	49	3.6

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	11	13.4	402	18	4.5	484	29	6.0
10	56	7	12.5	271	10	3.7	327	17	5.2
11	49	10	20.4	252	15	6.0	301	25	8.3
12	35	6	17.1	204	1	.5	239	7	2.9
Total	222	34	15.3	1,129	44	3.9	1,351	79	5.8

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	4	4.9	402	12	3.0	484	16	3.3
10	56	2	3.6	271	11	4.1	327	13	4.0
11	49	3	6.1	252	12	4.8	301	15	5.0
12	35	5	14.3	204	2	1.0	239	7	2.9
Total	222	14	6.3	1,129	37	3.3	1,351	51	3.8

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	46	56.1	402	57	14.2	484	103	21.3
10	56	27	48.2	271	28	10.3	327	55	16.8
11	49	37	75.5	252	30	11.9	301	67	22.3
12	35	17	48.6	204	9	4.4	239	26	10.9
Total	222	127	57.2	1,129	124	10.9	1,351	251	18.6

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	82	24	29.3	402	42	10.5	484	65	13.4
10	56	15	26.8	271	26	9.6	327	41	12.5
11	49	21	42.8	252	24	9.5	301	45	14.9
12	35	15	42.8	204	9	4.4	239	24	10.1
Total	222	75	33.8	1,129	100	8.9	1,351	175	13.0

Table 26
Fairdale High School

Offense	BLACK Length of Suspension								WHITE Length of Suspension							
	1-3 days		4-10 days		Indefinite		Total		1-3 days		4-10 days		Indefinite		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Arson																
2. Assault on Staff	1	33.3	2	67.7			3	3.2								
3. Assault on Student	2	50.0	2	50.0			4	4.3	2	40.0	3	60.0			5	6.3
4. Burglary/Theft	6	100					6	6.5								
5. Bus Conduct			2	100			2	2.2								
6. Destruction of property	1	100					1	1.1			2	100			2	2.5
7. Disruption/Disobedience (classroom)	9	60.0	6	40.0			15	16.1	7	100					7	8.8
8. Disruption/Disobedience (non-classroom)	11	73.4	4	26.6			15	16.1	1	16.7	5	83.3			6	7.5
9. Disruption/Disobedience (ex. curr. act.)																
10. Excessive cutting of class	8	80.0	2	20.0			10	10.8	1	5.6	17	94.4			18	22.5
11. Extortion																
12. Excessive tardiness (class)	4	100					4	4.3	3	100					3	3.8
13. Excessive tardiness (school)	1	100					1	1.1	2	100					2	2.5
14. Fighting	17	100					17	18.3	16	100					16	20.0
15. Gambling	4	100					4	4.3								
16. Indescent exposure																
17. Loitering/Trespassing																
18. Possession of alcoholic beverages	1	50.0	1	50.0			2	2.2	2	100					2	2.5
19. Possession or selling of drugs									14	93.3	1	6.7			15	18.8
20. Possession of explosives or fireworks																
21. Possession of weapons	1	100					1	1.1								
22. Profanity or vulgarity	6	84.7	1	14.3			7	7.5	3	100					3	3.8
23. Selling goods illegally																
24. Smoking in unassigned area			1	100			1	1.1	1	100					1	1.3
25. Truancy (over 16 yrs. of age)																
26. Walkout participation																
27. Violation of dress code																
TOTALS	72	77.4	21	22.6			93	100	52	65.0	28	35.0			80	100

Table 27
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Fern Creek High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	87	56	64.4	352	48	13.5	439	104	23.7
10	59	22	37.3	313	22	7.0	372	44	11.8
11	75	30	40.0	313	31	9.9	388	61	15.7
12	56	15	26.8	217	10	4.6	273	25	11.0
Total	277	123	44.4	1,195	111	9.3	1,472	234	15.9

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	87	29	33.3	352	39	11.1	439	68	15.5
10	59	15	25.4	313	18	5.8	372	33	8.9
11	75	19	25.3	313	21	6.7	388	40	10.3
12	56	11	19.6	217	10	4.6	273	21	9.2
Total	277	74	26.7	1,195	88	7.4	1,472	162	11.0

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	87	59	67.8	352	45	12.8	439	104	23.7
10	59	18	30.5	313	22	7.0	372	40	10.8
11	75	21	28.0	313	29	9.3	388	50	12.9
12	56	14	25.0	217	5	2.3	273	19	7.0
Total	277	112	40.4	1,195	101	8.5	1,472	213	14.5

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	87	34	39.1	352	35	9.9	439	69	15.7
10	59	12	20.3	313	21	6.7	372	33	8.9
11	75	14	18.7	313	23	7.3	388	37	9.5
12	56	11	19.6	217	4	1.8	273	15	5.5
Total	277	71	25.6	1,195	83	6.9	1,472	154	10.5

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	87	55	63.2	352	77	21.9	439	132	30.1
10	59	29	49.2	313	43	13.7	372	72	19.4
11	75	32	42.7	313	45	14.4	388	77	19.8
12	56	11	19.7	217	4	1.8	273	15	5.5
Total	277	127	45.8	1,195	169	14.1	1,472	298	20.2

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	87	24	27.6	352	68	19.3	439	92	21.0
10	59	20	33.9	313	45	14.4	372	65	17.5
11	75	22	29.3	313	32	10.2	388	54	13.9
12	56	6	10.7	217	4	1.8	273	10	3.7
Total	277	72	26.0	1,195	149	12.5	1,472	221	15.0

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	87	170	195.	352	170	48.3	439	340	77.4
10	59	69	116.	313	87	27.8	372	156	41.9
11	75	83	110.	313	105	33.5	388	188	48.5
12	56	40	71.4	217	19	8.8	273	59	21.6
Total	277	362	130.	1,195	381	31.9	1,472	743	50.5

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	87	87	100.0	352	142	40.3	439	229	52.3
10	59	47	79.7	313	84	26.8	372	131	35.2
11	75	55	73.3	313	76	24.3	388	131	33.8
12	56	28	50.0	217	18	8.3	273	46	16.8
Total	277	217	78.3	1,195	320	26.8	1,472	537	36.5

Table 28
Fern Creek High School

Offense	BLACK Length of Suspension								WHITE Length of Suspension							
	1-3 days		4-10 days		Indefinite		Total		1-3 days		4-10 days		Indefinite		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Arson																
2. Assault on Staff	1	100					1	.4	1	100					1	.5
3. Assault on Student	3	42.9	4	57.1			7	3.0	1	50.0	1	50.0			2	.9
4. Burglary/Theft	1	100					1	.4	1	100					1	.5
5. Bus Conduct	5	100					5	2.1	1	100					1	.5
6. Destruction of property	2	100					2	.9								
7. Disruption/Disobedience (classroom)	33	86.8	5	13.2			38	16.2	16	100					16	7.5
8. Disruption/Disobedience (non-classroom)	22	81.5	4	14.8	1	3.7	27	11.5	12	92.3	1	7.7			13	6.1
9. Disruption/Disobedience (ex. curr. act.)									1	100					1	.5
10. Excessive cutting of class	52	89.7	3	5.2	3	5.2	58	24.7	81	95.3	2	2.4	2	2.4	85	40.1
11. Extortion									1	100					1	.5
12. Excessive tardiness (class)	47	96.0	2	4.0			49	20.9	23	95.8			1	4.2	24	11.3
13. Excessive tardiness (school)	11	100					11	4.7	30	100					30	14.2
14. Fighting	17	85.0	2	10.0	1	5.0	20	8.5	15	83.3	2	11.2	1	5.6	18	8.5
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing	2	100					2	.9								
18. Possession of alcoholic beverages	2	100					2	.9								
19. Possession or selling of drugs	1	100					1	.4	9	75.0	3	25.0			12	5.7
20. Possession of explosives or fireworks																
21. Possession of weapons	2	100					2	.9	2	100					2	.9
22. Profanity or vulgarity	6	100					6	2.6	1	100					1	.5
23. Selling goods illegally																
24. Smoking in unassigned area	1	100					1	.4	4	100					4	1.9
25. Truancy (over 16 yrs. of age)																
26. Walkout participation																
27. Violation of dress code					2	100	2	.9								
TOTALS	208	88.5	20	8.5	7	3.0	235	100	199	93.9	9	4.2	4	1.9	212	100

Table 29
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Iroquois High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	281	66	23.5	541	59	10.9	822	125	15.2
10	122	41	33.6	340	25	7.4	462	66	14.3
11	142	23	16.2	313	13	4.2	455	36	7.9
12	79	7	8.9	280	3	1.1	359	10	2.8
Total	624	137	22.0	1,474	100	6.8	2,098	237	11.3

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	281	48	17.1	541	41	7.6	822	89	10.8
10	122	29	23.8	340	15	4.4	462	44	9.5
11	142	19	13.4	313	11	3.5	455	30	6.6
12	79	5	6.3	280	3	1.1	359	8	2.2
Total	624	101	16.2	1,474	70	4.7	2,098	171	8.2

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	281	57	20.3	541	29	5.4	822	86	10.5
10	122	18	14.8	340	16	4.7	462	34	7.4
11	142	19	13.4	313	2	6.4	455	21	4.6
12	79	6	7.6	280	3	1.1	359	9	2.5
Total	624	100	16.0	1,474	50	3.4	2,098	150	7.1

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	281	44	15.7	541	21	3.9	822	68	8.3
10	122	13	10.7	340	11	3.2	462	24	5.2
11	142	13	9.2	313	2	.6	455	15	3.3
12	79	2	2.5	280	3	1.1	359	5	1.4
Total	624	72	11.5	1,474	40	2.7	2,098	112	5.3

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	281	104	37.0	541	37	6.8	822	141	17.2
10	122	28	23.0	340	13	3.8	462	41	8.9
11	142	22	15.5	313	5	1.6	455	27	5.9
12	79	7	8.9	280	1	.4	359	8	2.2
Total	624	161	25.8	1,474	56	3.8	2,098	217	10.3

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	281	50	17.8	541	16	3.0	822	66	8.0
10	122	14	11.5	340	7	2.1	462	21	4.5
11	142	15	10.6	313	3	1.0	455	18	4.0
12	79	4	5.1	280	1	.4	359	5	1.4
Total	624	83	13.3	1,474	27	1.8	2,098	110	5.2

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	281	227	80.8	541	125	23.1	822	352	42.8
10	122	87	71.3	340	54	15.9	462	141	30.5
11	142	66	46.5	313	20	6.4	455	86	18.9
12	79	20	25.3	280	7	2.5	359	27	7.5
Total	624	400	64.1	1,474	206	13.9	2,098	606	28.9

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	281	142	50.5	541	79	14.6	822	221	26.9
10	122	56	45.9	340	33	9.7	462	89	19.3
11	142	47	33.1	313	16	5.1	455	63	13.8
12	79	11	13.9	280	7	2.5	359	18	5.0
Total	624	256	41.0	1,474	134	9.1	2,098	390	18.6

Table 30
Iroquois High School

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson					1	100	1	.4								
2. Assault on Staff			2	100			2	.8								
3. Assault on Student			2	28.6	5	71.4	7	3.0	1	14.3	5	71.6	1	14.3	7	4.7
4. Burglary/Theft	3	60.0	2	40.0			5	2.1	2	66.7	1	33.3			3	2.0
5. Bus Conduct																
6. Destruction of property																
7. Disruption/Disobedience (classroom)	29	87.8	2	6.1	2	6.1	33	13.9	14	100					14	9.3
8. Disruption/Disobedience (non-classroom)	20	60.0	7	24.1	2	6.9	29	12.2	21	87.5	2	8.3	1	4.2	24	16.0
9. Disruption/Disobedience (ex. curr. act.)																
10. Excessive cutting of class	56	76.8	14	19.1	3	4.1	73	30.8	34	69.4	15	30.6			49	32.7
11. Extortion	1	100					1	.4	1	100					1	.7
12. Excessive tardiness (class)	7	100					7	3.0	2	66.7	1	33.3			3	2.0
13. Excessive tardiness (school)	10	100					10	4.2	6	100					6	4.0
14. Fighting	41	77.3	11	20.8	1	1.9	53	22.4	14	93.3	1	6.7			15	10.0
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing																
18. Possession of alcoholic beverages																
19. Possession or selling of drugs			7	100			7	3.0			13	81.2	3	18.8	16	10.7
20. Possession of explosives or fireworks									1	100					1	.7
21. Possession of weapons	1	33.3	2	66.7			3	1.3								
22. Profanity or vulgarity	1	50.0	1	50.0			2	.8								
23. Selling goods illegally																
24. Smoking in unassigned area	3	100					3	1.3	1	100					1	.7
25. Truancy (over 16 yrs. of age)	1	100					1	.4	7	77.8			2	22.2	9	6.0
26. Walkout participation																
27. Violation of dress code																
TOTALS	173	72.9	50	21.2	14	5.9	237	100	104	69.3	39	26.0	7	6.7	150	100

Table 31
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Thomas Jefferson High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	176	41	23.3	450	34	7.6	626	75	12.0
10	150	47	31.3	374	35	9.4	524	82	15.6
11	131	25	19.1	373	27	7.2	504	52	10.3
12	71	7	9.9	227	8	3.5	298	15	5.0
Total	528	120	22.7	1,424	104	7.3	1,952	224	11.5

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	176	35	19.9	450	30	6.7	626	65	10.5
10	150	35	23.3	374	30	8.0	524	65	12.4
11	131	22	16.7	373	23	6.2	504	45	8.9
12	71	6	8.5	227	8	3.6	298	14	4.7
Total	528	98	18.6	1,424	91	6.4	1,952	189	5.1

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	176	53	30.1	450	52	11.6	626	105	16.8
10	150	47	31.3	374	27	7.2	524	74	14.1
11	131	27	20.6	373	19	5.1	504	46	9.1
12	71	4	5.6	227	9	4.0	298	13	4.4
Total	528	131	24.8	1,424	107	7.5	1,952	238	12.2

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	176	14	8.0	450	25	5.6	626	39	6.2
10	150	18	12.0	374	19	5.1	524	37	7.1
11	131	8	6.1	373	14	3.8	504	22	4.4
12	71	2	2.8	227	7	3.1	298	9	3.0
Total	528	42	8.0	1,424	65	4.6	1,952	107	5.5

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	176	66	37.5	450	91	20.2	626	157	25.1
10	150	68	45.3	374	50	13.4	524	118	22.5
11	131	31	23.7	373	19	5.1	504	50	9.9
12	71	2	2.8	227	2	.9	298	4	1.3
Total	528	166	31.4	1,424	162	11.3	1,952	327	16.8

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	176	42	23.9	450	68	15.1	626	110	17.6
10	150	35	23.3	374	35	9.4	524	70	13.4
11	131	21	16.0	373	14	3.8	504	35	6.9
12	71	3	4.2	227	2	.9	298	4	1.3
Total	528	101	19.1	1,424	119	8.3	1,952	219	11.3

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	176	160	90.9	450	177	39.3	626	337	53.8
10	150	162	108.0	374	112	29.9	524	274	52.3
11	131	83	63.4	373	65	17.4	504	148	29.4
12	71	12	16.9	227	18	7.9	298	30	10.1
Total	528	417	79.0	1,424	372	26.1	1,952	789	40.4

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	176	91	51.7	450	123	27.3	626	214	34.2
10	150	88	58.6	374	84	22.5	524	172	32.8
11	131	51	38.9	373	51	13.7	504	102	20.2
12	71	18	25.3	227	16	7.0	298	34	11.4
Total	529	241	45.6	1,424	274	19.2	1,952	515	26.4

Table 32
Thomas Jefferson High

Offense	BLACK Length of Suspension								WHITE Length of Suspension							
	1-3 days		4-10 days		Indefinite		Total		1-3 days		4-10 days		Indefinite		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Arson																
2. Assault on Staff					1	100	1	.4								
3. Assault on Student	3	100					3	1.2								
4. Burglary/Theft									3	75.0	1	25.0			4	1.9
5. Bus Conduct			1	100			1	.4								
6. Destruction of property	1	100					1	.4	2	100					2	.9
7. Disruption/Disobedience (classroom)	12	57.2	8	38.0	1	4.8	21	8.4	6	66.7	2	22.2	1	11.1	9	4.3
8. Disruption/Disobedience (non-classroom)	24	64.9	13	35.1			37	14.7	8	61.5	5	38.5			13	6.2
9. Disruption/Disobedience (ex. curr. act.)	6	75.0	2	25.0			8	3.2	4	80.0	1	20.0			5	2.4
10. Excessive cutting of class	23	52.2	20	45.5	1	2.3	44	17.5	32	80.0	8	20.0			40	19.0
11. Extortion																
12. Excessive tardiness (class)	53	86.9	7	11.5	1	1.6	61	24.3	28	84.8	5	15.2			33	15.6
13. Excessive tardiness (school)	23	92.0	2	8.0			25	10.0	34	94.4	2	5.6			36	17.1
14. Fighting	27	73.0	8	21.6	2	5.4	37	14.7	31	88.6	4	11.4			35	16.6
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing																
18. Possession of alcoholic beverages	1	100					1	.4	1	50.0	1	50.0			2	.9
19. Possession or selling of drugs			1	100			1	.4	1	50.0			1	50.0	2	.9
20. Possession of explosives or fireworks																
21. Possession of weapons	1	33.3	2	66.7			3	1.2								
22. Profanity or vulgarity			1	100			1	.4	4	57.1	2	28.6	1	14.3	7	3.3
23. Selling goods illegally																
24. Smoking in unassigned area									11	91.7			1	8.3	12	5.7
25. Truancy (over 16 yrs. of age)			3	50.0	3	50.0	6	2.4	7	63.6	4	36.4			11	5.2
26. Walkout participation																
27. Violation of dress code																
TOT	184	73.3	58	23.1	9	3.6	251	100	172	81.5	35	16.6	4	1.9	211	100

Table 33
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Jeffersontown High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	110	33	30.0	342	14	4.1	452	47	10.4
10	79	7	8.9	295	6	2.0	374	13	3.5
11	59	10	17.0	311	8	2.6	370	18	4.9
12	56	2	3.6	318	9	2.5	374	10	2.7
Total	304	52	17.1	1,266	36	2.8	1,570	88	5.6

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	110	21	19.1	342	14	4.1	452	35	7.7
10	79	5	6.3	295	4	1.4	374	9	2.4
11	59	2	3.4	311	7	2.3	370	9	2.4
12	56	1	1.8	318	5	1.6	374	6	1.6
Total	304	29	9.5	1,266	30	2.4	1,570	59	3.8

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	110	25	22.7	342	15	4.4	452	40	8.8
10	79	7	8.9	295	6	2.0	374	13	3.5
11	59	8	13.6	311	11	3.5	370	19	5.1
12	56	5	8.9	318	7	2.2	374	12	3.2
Total	304	45	14.8	1,266	39	3.1	1,570	84	5.4

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	110	10	9.1	342	12	3.5	452	22	4.9
10	79	5	6.3	295	4	1.4	374	9	2.4
11	59	0	0	311	9	2.9	370	9	2.4
12	56	2	3.6	318	4	1.3	374	6	1.6
Total	304	17	5.6	1,266	29	2.3	1,570	46	2.9

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	110	20	18.2	342	76	22.2	452	96	21.2
10	79	14	17.7	295	24	8.1	374	38	10.2
11	59	4	6.8	311	15	4.8	370	19	5.1
12	56	1	1.8	318	0	0	374	1	.3
Total	304	39	12.8	1,266	115	9.1	1,570	154	9.8

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	110	9	8.2	342	21	6.1	452	30	6.6
10	79	8	10.1	295	11	3.7	374	19	5.1
11	59	0	0	311	3	1.0	370	3	.8
12	56	2	3.6	318	0	0	374	2	.5
Total	304	19	6.3	1,266	35	2.8	1,570	54	3.4

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	110	78	70.9	342	105	30.7	452	183	40.5
10	79	28	35.4	295	36	12.2	374	64	17.1
11	59	22	37.3	311	34	10.9	370	56	15.1
12	56	8	14.3	318	16	5.0	374	24	6.4
Total	304	136	44.7	1,266	190	15.0	1,570	326	20.8

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	110	40	36.4	342	47	13.7	452	87	19.2
10	79	18	22.8	295	19	6.4	374	37	9.9
11	59	2	3.4	311	19	6.1	370	21	5.7
12	56	5	8.9	318	9	2.8	374	14	3.7
Total	304	65	21.4	1,266	94	7.4	1,570	159	10.1

Table 34
Jeffersontown High

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson																
2. Assault on Staff	1	50.0	1	50.0			2	2.1								
3. Assault on Student	1	100					1	1.0								
4. Burglary/Theft	2	40.0	3	60.0			5	5.2	2	100					2	2.7
5. Bus Conduct																
6. Destruction of property																
7. Disruption/Disobedience (classroom)	19	90.4	1	4.8	1	4.8	21	21.6	3	100					3	4.0
8. Disruption/Disobedience (non-classroom)	8	88.9	1	11.1			9	9.3	1	25.0	3	75.0			4	5.3
9. Disruption/Disobedience (ex. curr. act.)									10	90.9	1	9.1			11	14.7
10. Excessive cutting of class	13	100					13	13.4								
11. Extortion																
12. Excessive tardiness (class)	16	100					16	16.5	7	100					7	9.3
13. Excessive tardiness (school)	6	100					6	6.2	9	100					9	12.0
14. Fighting	13	100					13	13.4	16	84.2	3	15.8			19	25.3
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing																
18. Possession of alcoholic beverages									1	100					1	1.3
19. Possession or selling of drugs	1	100					1	1.0	3	37.5	4	50.0	1	12.5	8	10.7
20. Possession of explosives or fireworks																
21. Possession of weapons																
22. Profanity or vulgarity	4	100					4	4.1	1	100					1	1.3
23. Selling goods illegally																
24. Smoking in unassigned area	5	100					5	5.2	9	100					9	12.0
25. Truancy (over 16 yrs. of age)	1	100					1	1.0	1	100					1	1.3
26. Walkout participation																
27. Violation of dress code																
TOTALS	90	92.8	6	6.2	1	1.0	97	100	63	84.0	11	14.7	1	1.3	75	100

Table 35
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Male High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	69	8	11.6	237	15	6.3	306	23	7.5
10	44	5	11.4	147	3	2.0	191	8	4.2
11	27	1	3.7	78	2	2.6	105	3	2.9
12	17	0	0	84	0	0	101	0	0
Total	157	20	12.7	546	14	2.6	703	34	4.8

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	69	6	8.7	237	12	5.1	306	18	5.9
10	44	4	9.1	147	3	2.0	191	7	3.7
11	27	1	3.7	78	2	2.6	105	3	2.9
12	17	0	0	84	0	0	101	0	0
Total	157	11	7.0	546	17	3.1	703	28	4.0

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	69	8	11.6	237	7	3.0	306	15	4.9
10	44	5	11.4	147	11	7.5	191	16	8.4
11	27	1	3.7	78	2	2.6	105	3	2.9
12	17	1	5.9	84	0	0	101	1	.9
Total	157	15	9.6	546	20	3.7	703	35	5.0

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	69	6	8.7	237	7	3.0	306	13	4.2
10	44	5	11.4	147	10	6.8	191	15	7.9
11	27	0	0	78	1	1.3	105	1	1.0
12	17	1	5.9	84	0	0	101	1	1.0
Total	157	18	11.5	546	12	2.2	703	30	4.3

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	69	17	24.6	237	9	3.8	306	26	8.5
10	44	9	20.5	147	7	4.8	191	16	8.4
11	27	1	3.7	78	4	5.1	105	5	4.8
12	17	0	0	84	0	0	101	0	0
Total	157	27	17.2	546	20	3.7	703	47	6.7

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	69	11	15.9	237	8	3.4	306	19	6.2
10	44	7	15.9	147	7	4.8	191	14	7.3
11	27	2	7.4	78	4	5.1	105	6	5.7
12	17	1	5.9	84	1	1.2	101	2	2.0
Total	157	21	13.4	546	20	3.7	703	41	5.8

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	69	33	47.8	237	31	13.1	306	64	20.9
10	44	19	43.2	147	21	14.3	191	40	20.9
11	27	3	11.1	78	8	10.3	105	11	10.5
12	17	1	5.9	84	0	0	101	1	.1
Total	157	56	35.7	546	60	10.9	703	116	16.5

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	69	23	33.3	237	27	11.4	306	50	16.3
10	44	17	38.6	147	20	13.6	191	37	19.3
11	27	3	11.1	78	7	9.0	105	10	9.5
12	17	1	5.9	84	0	0	101	1	.9
Total	157	44	28.0	546	54	10.1	703	97	14.1

Table 36
Male High School

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson																
2. Assault on Staff																
3. Assault on Student													1	100	1	2.5
4. Burglary/Theft			1	100			1	3.4	2	66.7	1	33.3			3	7.5
5. Bus Conduct																
6. Destruction of property									1	100					1	2.5
7. Disruption/Disobedience (classroom)	8	100					8	27.6	8	100					8	20.0
8. Disruption/Disobedience (non-classroom)	4	100					4	13.8	3	100					3	7.5
9. Disruption/Disobedience (ex. curr. act.)																
10. Excessive cutting of class									1	33.3			2	66.7	3	7.5
11. Extortion																
12. Excessive tardiness (class)	1	100					1	3.4								
13. Excessive tardiness (school)																
14. Fighting	10	100					10	34.5	9	81.8	2	18.2			11	27.5
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing																
18. Possession of alcoholic beverages																
19. Possession or selling of drugs			4	100			4	13.8			3	100			3	7.5
20. Possession of explosives or fireworks																
21. Possession of weapons									2	100					2	5.0
22. Profanity or vulgarity																
23. Selling goods illegally																
24. Smoking in unassigned area	1	100					1	3.4	5	100					5	12.5
25. Truancy (over 16 yrs. of age)																
26. Walkout participation																
27. Violation of dress code																
TOTALS	24	82.8	5	17.2			29	100	31	77.5	6	15.0	3	7.5	40	100

Table 37
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Manual High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	308	130	42.2	528	72	13.7	836	202	24.2
10	202	61	30.2	340	28	8.2	542	89	16.4
11	162	25	15.4	299	17	5.7	461	42	9.1
12	116	24	20.7	256	14	5.5	372	38	10.2
Total	788	240	30.5	1,423	131	9.2	2,211	371	16.8

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	308	87	28.2	528	60	11.4	836	147	17.6
10	202	52	25.7	340	26	7.6	542	78	14.4
11	162	21	13.0	299	15	5.0	461	36	7.8
12	116	22	19.0	256	13	5.1	372	35	9.4
Total	788	182	23.1	1,423	114	8.0	2,211	296	13.4

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	308	86	27.9	528	38	7.2	836	124	14.8
10	202	32	15.8	340	11	3.2	542	43	7.9
11	162	19	11.7	299	10	3.3	461	29	6.3
12	116	11	9.5	256	12	4.7	372	23	6.2
Total	788	148	18.8	1,423	71	5.0	2,211	219	9.9

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	308	58	18.8	528	32	6.1	836	90	10.8
10	202	31	15.3	340	10	2.9	542	41	7.6
11	162	18	11.1	299	10	3.3	461	28	6.1
12	116	11	9.5	256	12	4.7	372	23	6.2
Total	788	118	15.0	1,423	64	4.5	2,211	182	8.2

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	308	85	27.6	528	32	6.1	836	117	14.0
10	202	50	24.8	340	9	2.6	542	59	10.9
11	162	12	7.4	299	5	1.7	461	17	3.7
12	116	17	14.7	256	8	3.1	372	25	6.7
Total	788	164	20.8	1,423	54	3.8	2,211	218	9.9

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	308	66	21.4	528	26	4.9	836	92	11.0
10	202	44	21.8	340	10	2.9	542	54	10.0
11	162	10	6.2	299	6	2.0	461	16	3.5
12	116	23	19.8	256	8	3.1	372	31	8.3
Total	788	143	18.1	1,423	50	3.5	2,211	193	8.7

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	308	301	97.7	528	142	26.9	836	443	52.9
10	202	143	70.8	340	48	14.1	542	191	35.2
11	162	56	34.6	299	32	10.7	461	88	19.1
12	116	52	44.8	256	34	13.2	372	86	23.1
Total	788	552	70.0	1,423	256	17.9	2,211	808	36.5

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	308	211	68.5	528	118	22.3	836	329	39.2
10	202	127	62.8	340	46	13.5	542	173	31.9
11	162	49	30.2	299	31	10.4	461	80	17.4
12	116	52	44.8	256	33	12.9	372	85	22.8
Total	788	439	55.7	1,423	228	16.0	2,211	667	30.1

Table 38
Manual High School

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson	1	100					1	.3								
2. Assault on Staff	7	48.4	5	41.6			12	3.1								
3. Assault on Student	9	47.4	7	36.8	3	15.8	19	4.9	2	100					2	1.0
4. Burglary/Theft	1	100					1	.3	1	100					1	.5
5. Bus Conduct			1	100			1	.3								
6. Destruction of property	5	62.5			3	37.5	8	2.1	2	100					2	1.0
7. Disruption/Disobedience (classroom)	62	95.4	1	1.5	2	3.1	65	16.8	15	93.8			1	6.3	16	7.9
8. Disruption/Disobedience (non-classroom)	73	90.2	5	6.1	3	3.7	81	20.9	35	83.3	5	11.9	2	4.8	42	20.8
9. Disruption/Disobedience (ex. curr. act.)											1	50.0	1	50.0	2	1.0
10. Excessive cutting of class	37	88.1	1	2.4	4	9.5	42	10.8	32	100					32	15.8
11. Extortion	1	50.0			1	50.0	2	.5								
12. Excessive tardiness (class)	12	100					12	3.1	1	100					1	.5
13. Excessive tardiness (school)	3	100					3	.8	2	100					2	1.0
14. Fighting	39	84.7	3	6.5	4	8.7	46	11.9	30	96.8			1	3.2	31	15.3
15. Gambling	6	100					6	1.5								
16. Indescent exposure																
17. Loitering/Trespassing	52	96.3	2	3.7			54	13.9	27	81.8	3	9.1	3	9.1	33	16.3
18. Possession of alcoholic beverages	4	100					4	1.0			1	100			1	.5
19. Possession or selling of drugs	4	80.0	1	20.0			5	1.3								
20. Possession of explosives or fireworks																
21. Possession of weapons																
22. Profanity or vulgarity	5	62.5	3	37.5			8	2.1	4	100					4	2.0
23. Selling goods illegally																
24. Smoking in unassigned area	14	100					14	3.6	31	100					31	15.3
25. Truancy (over 16 yrs. of age)									1	100					1	.5
26. Walkout participation																
27. Violation of dress code	3	75.0	1	25.0			4	1.0	1	100					1	.5
TOTALS	338	87.1	30	7.8	20	5.2	388	100	184	91.1	10	4.9	8	5.0	202	100

Table 39
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Moore High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	99	52	52.5	405	23	5.7	504	75	14.9
10	65	25	38.5	292	19	6.5	357	44	12.3
11	76	6	7.9	362	3	8.3	438	9	2.1
12	36	2	5.6	280	1	3.6	316	3	9.5
Total	276	85	30.8	1,339	46	3.4	1,615	131	8.1

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	99	38	38.4	405	18	4.4	504	56	11.1
10	65	18	27.7	292	16	5.5	357	34	9.5
11	76	6	7.9	362	3	8.3	438	9	2.1
12	36	2	5.6	280	1	3.6	316	3	9.5
Total	276	64	23.2	1,339	38	2.8	1,615	102	6.3

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	99	40	40.4	405	12	3.0	504	52	10.3
10	65	25	38.5	292	9	3.1	357	34	9.5
11	76	8	10.5	362	3	8.3	438	11	2.5
12	36	0	0	280	2	7.1	316	2	.6
Total	276	73	26.4	1,339	26	1.9	1,615	99	6.1

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	99	25	25.3	405	8	2.0	504	33	6.5
10	65	18	27.7	292	8	2.7	357	22	6.2
11	76	8	10.5	362	3	.8	438	11	2.5
12	36	0	0	280	2	.7	316	2	.6
Total	276	47	17.0	1,339	21	1.6	1,615	68	4.2

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	99	48	48.5	405	10	2.5	504	58	11.5
10	65	14	21.5	292	15	5.1	357	29	8.1
11	76	12	15.8	362	3	.8	438	15	3.4
12	36	0	0	280	2	.7	316	2	.6
Total	276	74	26.8	1,339	30	2.2	1,615	104	6.4

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	99	1	1.0	405	5	1.2	504	6	1.2
10	65	6	9.2	292	11	3.8	357	17	4.8
11	76	10	13.2	362	3	.8	438	13	3.0
12	36	0	0	280	1	.4	316	1	.3
Total	276	17	6.2	1,339	20	1.5	1,615	37	2.3

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	99	140	141.4	405	45	11.1	504	185	36.7
10	65	64	98.5	292	43	14.7	357	107	29.9
11	76	26	34.2	362	9	2.5	438	35	7.9
12	36	2	5.6	280	5	1.8	316	7	2.2
Total	276	232	84.1	1,339	102	7.6	1,615	334	20.7

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	99	64	64.6	405	31	7.7	504	95	18.8
10	65	42	64.6	292	35	12.0	357	77	21.6
11	76	24	31.6	362	9	2.5	438	33	7.5
12	36	2	5.6	280	4	1.4	316	6	1.9
Total	275	132	47.8	1,339	79	5.9	1,615	211	13.1

Table 40
Moore High School

Offense	BLACK Length of Suspension: 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension: 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson																
2. Assault on Staff			1	100			1	.6								
3. Assault on Student	3	50.0	2	33.3	1	16.7	6	3.8	1	50.0	1	50.0			2	2.8
4. Burglary/Theft	7	100					7	4.4	2	100					2	2.8
5. Bus Conduct																
6. Destruction of property	1	100					1	.6	1	100					1	1.4
7. Disruption/Disobedience (classroom)	14	77.7	4	32.3			18	11.4	1	100					1	1.4
8. Disruption/Disobedience (non-classroom)	14	82.3	3	17.7			17	10.8	4	100					4	5.6
9. Disruption/Disobedience (ex. curr. act.)	1	100					1	.6								
10. Excessive cutting of class	43	87.7	6	12.3			49	31.0	18	90.0	2	10.0			20	27.8
11. Extortion																
12. Excessive tardiness (class)	21	100					21	13.3	28	100					28	38.9
13. Excessive tardiness (school)																
14. Fighting	20	83.3	3	12.5	1	4.2	24	15.2	5	100					5	6.9
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing																
18. Possession of alcoholic beverages									1	100					1	1.4
19. Possession or selling of drugs	2	66.7	1	33.3			3	1.9	1	50.0	1	50.0			2	2.8
20. Possession of explosives or fireworks																
21. Possession of weapons																
22. Profanity or vulgarity	2	100					2	1.3	3	100					3	4.2
23. Selling goods illegally																
24. Smoking in unassigned area	6	85.7	1	14.3			7	4.4	3	100					3	4.2
25. Truancy (over 16 yrs. of age)																
26. Walkout participation	1	100					1	.6								
27. Violation of dress code																
TOTALS	135	85.4	21	13.3	2	1.3	158	100	68	94.4	4	5.6			72	100

Table 41
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Pleasure Ridge Park High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	24	24.5	357	63	17.6	455	87	19.1
10	90	29	32.2	309	21	6.8	399	50	12.5
11	63	7	11.1	305	9	3.0	368	16	4.3
12	46	3	6.5	267	12	4.5	313	15	4.8
Total	297	63	21.2	1,238	105	8.5	1,535	168	10.9

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	14	14.3	357	37	10.4	455	51	11.2
10	90	15	16.7	309	14	4.5	399	29	7.3
11	63	6	9.5	305	7	2.3	368	13	3.5
12	46	3	6.5	267	11	4.1	313	14	4.5
Total	297	38	12.8	1,238	69	5.6	1,535	107	7.0

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	34	34.7	357	37	14.4	455	71	15.6
10	90	22	24.4	309	20	6.5	399	42	10.5
11	63	7	11.1	305	8	2.6	368	15	4.1
12	46	10	21.7	267	13	4.9	313	23	7.3
Total	297	73	24.6	1,238	78	6.3	1,535	151	9.8

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	10	10.2	357	15	4.2	455	25	5.5
10	90	7	7.8	309	11	3.6	399	18	4.5
11	63	3	4.8	305	6	2.0	368	9	2.4
12	46	7	15.2	267	8	3.0	313	15	4.8
Total	297	27	9.1	1,238	40	3.2	1,535	67	4.4

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	33	33.7	357	127	35.6	455	160	35.2
10	90	35	38.9	309	38	12.3	399	73	18.3
11	63	12	19.0	305	13	4.3	368	25	6.8
12	46	8	17.4	267	17	6.4	313	23	7.3
Total	297	88	29.6	1,238	195	15.8	1,535	281	18.3

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	9	9.2	357	28	7.8	455	37	8.1
10	90	9	10.0	309	15	4.9	399	24	6.0
11	63	2	3.2	305	6	2.0	368	8	2.2
12	46	6	13.0	267	13	4.9	313	19	6.1
Total	297	26	8.8	1,238	62	5.0	1,535	88	5.7

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	91	92.9	357	227	63.6	455	318	69.9
10	90	86	95.6	309	79	25.6	399	165	41.4
11	63	17	26.9	305	30	9.8	368	47	12.8
12	46	19	41.3	267	42	15.7	313	61	19.5
Total	297	213	71.7	1,238	379	30.5	1,535	591	38.5

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	33	33.7	357	80	22.4	455	113	24.8
10	90	31	34.4	309	40	12.9	399	71	17.8
11	63	11	17.5	305	19	6.2	368	30	8.2
12	46	16	34.8	267	32	11.9	313	48	15.3
Total	297	91	30.6	1,238	171	13.8	1,535	262	17.1

Table 42
Pleasure Ridge High

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson																
2. Assault on Staff											1	100			1	.5
3. Assault on Student			1	50.0	1	50.0	2	1.5	1	25.0	1	25.0	2	50.0	4	2.2
4. Burglary/Theft																
5. Bus Conduct	2	100					2	1.5								
6. Destruction of property																
7. Disruption/Disobedience (classroom)	5	71.4	2	28.6			7	5.1	9	81.8	2	18.2			11	6.0
8. Disruption/Disobedience (non-classroom)	13	92.9	1	7.1			14	10.3	9	90.0			1	10.0	10	5.5
9. Disruption/Disobedience (ex. curr. act.)									1	100					1	.5
10. Excessive cutting of class	56	70.8	22	27.9	1	1.3	79	58.1	74	74.0	21	21.0	5	5.0	100	54.6
11. Extortion																
12. Excessive tardiness (class)	11	78.6	2	14.2	1	7.1	14	10.3	11	84.6	2	15.4			13	7.1
13. Excessive tardiness (school)	3	75.0	1	25.0			4	2.9	11	100					11	6.0
14. Fighting	4	100					4	2.9	5	100					5	2.7
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing	2	100					2	1.5	4	80.0	1	20.0			5	2.7
18. Possession of alcoholic beverages									3	100					3	1.6
19. Possession or selling of drugs											1	100			1	.5
20. Possession of explosives or fireworks																
21. Possession of weapons																
22. Profanity or vulgarity	2	100					2	1.5	3	100					3	1.6
23. Selling goods illegally																
24. Smoking in unassigned area	5	100					5	3.7	9	90.0	1	10.0			10	5.5
25. Truancy (over 16 yrs. of age)	1	100					1	.7	5	100					5	2.7
26. Walkout participation																
27. Violation of dress code																
TOTALS	104	76.5	29	21.3	3	22.0	136	100	145	79.2	30	16.4	8	4.4	183	100

Table 43
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Seneca High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	18	18.4	263	21	8.0	361	39	10.8
10	70	8	11.4	241	12	5.0	311	20	6.4
11	68	10	14.7	261	10	3.8	329	20	6.1
12	55	2	3.6	254	6	2.4	309	8	2.6
Total	291	38	13.1	1,019	49	4.8	1,310	87	6.6

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	13	13.3	263	17	6.5	361	30	8.3
10	70	7	10.0	241	10	4.1	311	17	5.5
11	68	10	14.7	261	8	3.1	329	18	5.5
12	55	2	3.6	254	6	2.4	309	8	2.6
Total	291	32	11.0	1,019	41	4.0	1,310	73	5.6

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	6	6.1	263	8	3.0	361	14	3.9
10	70	5	7.1	241	9	3.7	311	14	4.5
11	68	4	5.9	261	2	.8	329	6	1.8
12	55	0	0	254	4	1.6	309	4	1.3
Total	291	15	5.2	1,019	23	2.3	1,310	38	2.9

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	4	4.1	263	8	3.0	361	12	3.3
10	70	4	5.7	241	7	2.9	311	11	3.5
11	68	4	5.9	261	2	.8	329	6	1.8
12	55	0	0	254	4	1.6	309	4	1.3
Total	291	12	4.1	1,019	21	2.1	1,310	33	2.5

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	13	13.3	263	11	4.2	361	24	6.6
10	70	4	5.7	241	23	9.5	311	27	8.7
11	68	5	7.4	261	12	4.6	329	17	5.2
12	55	1	1.8	254	13	5.1	309	14	4.5
Total	291	23	7.9	1,019	59	5.8	1,310	82	6.3

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	11	11.2	263	12	4.6	361	23	6.4
10	70	3	4.3	241	20	8.3	311	23	7.4
11	68	6	8.8	261	3	1.1	329	9	2.7
12	55	1	1.8	254	13	5.1	309	14	4.5
Total	291	21	7.2	1,019	48	4.7	1,310	69	5.3

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	37	37.8	263	40	15.2	361	77	21.3
10	70	17	24.3	241	44	18.3	311	61	19.6
11	68	19	27.9	261	24	9.2	329	43	13.1
12	55	3	5.5	254	23	9.1	309	26	8.4
Total	291	76	26.1	1,019	131	12.9	1,310	207	15.8

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	98	28	28.6	263	37	14.1	361	65	18.0
10	70	14	20.0	241	37	15.4	311	51	16.4
11	68	19	27.9	261	19	7.3	329	38	11.6
12	55	3	5.5	254	23	9.1	309	26	8.4
Total	291	64	22.0	1,019	116	11.4	1,310	180	13.7

Table 44
Seneca High School

Offense	BLACK Length of Suspension								WHITE Length of Suspension							
	1-3 days		4-10 days		Indefinite		Total		1-3 days		4-10 days		Indefinite		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Arson																
2. Assault on Staff			2	100			2	3.8								
3. Assault on Student	1	100					1	1.9								
4. Burglary/Theft																
5. Bus Conduct			1	100			1	1.9	5	100					5	6.9
6. Destruction of property									1	100					1	1.4
7. Disruption/Disobedience (classroom)	10	100					10	18.9	4	80.0	1	20.0			5	6.9
8. Disruption/Disobedience (non-classroom)	3	100					3	5.7	3	60.0	2	40.0			5	6.9
9. Disruption/Disobedience (ex. curr. act.)																
10. Excessive cutting of class	9	90.0	1	10.0			10	18.9	19	95.0	1	5.0			20	27.8
11. Extortion																
12. Excessive tardiness (class)	1	100					1	1.9	4	100					4	5.6
13. Excessive tardiness (school)	1	100					1	1.9	6	100					6	8.3
14. Fighting	7	100					7	13.2	5	100					5	6.9
15. Gambling									1	100					1	1.4
16. Indescent exposure																
17. Loitering/Trespassing																
18. Possession of alcoholic beverages																
19. Possession or selling of drugs			1	100			1	1.9			8	100			8	11.1
20. Possession of explosives or fireworks																
21. Possession of weapons			1	100			1	1.9								
22. Profanity or vulgarity	4	80.0	1	20.0			5	9.4	4	100					4	5.6
23. Selling goods illegally																
24. Smoking in unassigned area	3	75.0	1	25.0			4	7.5			1	100			1	1.4
25. Truancy (over 16 yrs. of age)	6	100					6	11.3	6	85.7	1	14.3			7	9.7
26. Walkout participation																
27. Violation of dress code																
TOTALS	45	84.9	8	15.1			53	100	58	21.6	14	18.4			72	100

Table 45
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Shawnee High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	118	22	18.6	324	19	5.9	442	41	9.3
10	76	14	18.4	259	21	8.1	335	35	10.4
11	69	19	27.5	222	9	4.1	291	28	9.6
12	63	11	17.5	143	2	1.4	206	13	6.3
Total	326	66	20.2	948	51	5.4	1,274	117	9.2

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	118	17	14.4	324	15	4.6	442	32	7.2
10	76	12	15.8	259	17	6.6	335	29	8.7
11	69	17	24.6	222	8	3.6	291	25	8.6
12	63	10	15.9	143	2	1.4	206	12	5.8
Total	326	56	17.1	948	42	4.4	1,274	98	7.7

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	118	29	24.6	324	17	5.2	442	46	10.4
10	76	10	13.5	259	12	4.6	335	22	6.6
11	69	19	27.5	222	8	3.6	291	27	9.3
12	63	8	12.7	143	5	3.5	206	13	6.3
Total	326	66	20.5	948	42	4.4	1,274	108	8.5

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	118	18	15.3	324	12	3.7	442	30	6.8
10	76	6	7.9	259	11	4.2	335	17	5.1
11	69	12	17.4	222	8	3.6	291	20	6.9
12	63	3	4.8	143	3	2.1	206	6	2.9
Total	326	39	12.0	948	34	3.6	1,274	73	5.7

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	118	27	22.9	324	27	8.3	442	54	12.2
10	76	24	31.6	259	23	8.9	335	42	12.5
11	69	11	15.9	222	7	3.2	291	18	6.2
12	63	1	1.6	143	14	9.8	206	15	7.3
Total	326	63	19.3	948	68	7.2	1,274	129	10.1

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	118	14	11.9	324	21	6.5	442	35	7.9
10	76	16	21.0	259	15	5.8	335	31	9.3
11	69	6	8.7	222	8	3.6	291	14	4.8
12	63	1	1.6	143	10	7.0	206	11	5.3
Total	326	37	11.3	948	54	5.7	1,274	91	7.1

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	118	78	66.1	324	63	19.4	442	141	31.9
10	76	48	63.2	259	53	20.5	335	101	30.1
11	69	47	68.1	222	24	10.8	291	71	24.4
12	63	20	31.7	143	21	15.0	206	41	19.9
Total	326	193	59.2	948	161	17.0	1,274	354	27.8

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	118	49	41.5	324	48	14.8	442	97	21.9
10	76	34	44.7	259	43	16.6	335	77	23.0
11	69	35	50.7	222	24	10.8	291	59	20.3
12	63	14	22.2	143	15	10.5	206	29	14.1
Total	326	132	40.5	948	130	13.7	1,274	262	20.6

Table 46
Shawnee High School

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson																
2. Assault on Staff																
3. Assault on Student	3	60.0	1	20.0	1	20.0	5	3.8								
4. Burglary/Theft			1	100			1	.8			1	100			1	1.1
5. Bus Conduct									1	100					1	1.1
6. Destruction of property					1	100	1	.8								
7. Disruption/Disobedience (classroom)	9	75.1	2	16.6	1	8.3	12	9.1	9	100					9	9.7
8. Disruption/Disobedience (non-classroom)	23	88.5	2	7.7	1	3.8	26	19.7	12	92.3	1	7.7			13	14.0
9. Disruption/Disobedience (ex. curr. act.)			1	100			1	.8								
10. Excessive cutting of class	51	89.3	6	10.7			57	43.2	47	88.6	5	9.5	1	1.9	53	57.0
11. Extortion			2	100			2	1.5								
12. Excessive tardiness (class)									1	100					1	1.1
13. Excessive tardiness (school)	10	100					10	7.6								
14. Fighting	4	66.7	2	33.3			6	4.5	2	50.0	2	50.0			4	4.3
15. Gambling	2	100					2	1.5								
16. Indescent exposure																
17. Loitering/Trespassing									4	100					4	4.3
18. Possession of alcoholic beverages																
19. Possession or selling of drugs	3	42.9			4	57.1	7	5.3	5	100					5	5.4
20. Possession of explosives or fireworks																
21. Possession of weapons																
22. Profanity or vulgarity	1	100					1	.8								
23. Selling goods illegally																
24. Smoking in unassigned area	1	100					1	.8	2	100					2	2.2
25. Truancy (over 16 yrs. of age)																
26. Walkout participation																
27. Violation of dress code																
TOTALS	107	81.0	17	12.9	8	6.1	132	100	83	89.1	9	9.8	1	1.1	93	100

Table 47

Student Suspension by Ethnicity and Grade Level for School Year 1977-78

Southern High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	92	28	30.4	499	79	15.6	591	106	17.9
10	67	14	20.9	365	18	4.9	432	32	7.4
11	58	9	15.5	348	24	6.9	406	33	8.1
12	43	4	9.3	277	38	13.7	320	42	1.3
Total	260	55	21.2	1,489	158	10.6	1,749	213	12.2

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	92	23	25.0	499	55	11.0	591	78	13.2
10	67	12	17.9	365	14	3.8	432	26	6.0
11	58	7	12.1	348	19	5.5	406	26	6.4
12	43	4	9.3	277	33	11.9	320	37	11.6
Total	260	46	17.7	1,489	121	8.1	1,749	167	9.5

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	92	40	43.5	499	41	8.2	591	81	13.7
10	67	15	22.4	365	15	4.1	432	30	6.9
11	58	15	25.9	348	17	4.9	406	32	7.9
12	43	3	7.0	277	28	10.1	320	31	9.7
Total	260	73	28.1	1,489	101	6.8	1,749	174	9.9

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	92	26	28.3	499	36	7.2	591	62	10.5
10	67	11	16.4	365	14	3.8	432	25	5.8
11	58	9	15.5	348	15	4.3	406	24	5.9
12	43	3	7.0	277	21	7.6	320	24	7.5
Total	260	49	18.8	1,489	86	5.8	1,749	135	7.7

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	92	26	28.3	499	111	22.2	591	137	23.
10	67	13	19.4	365	28	7.7	432	41	9.
11	58	14	24.1	348	39	11.2	406	53	13.
12	43	1	2.3	277	35	12.6	320	36	11.
Total	260	54	20.8	1,489	213	14.3	1,749	267	15.

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	92	23	25.0	499	79	15.8	591	102	17.
10	67	8	11.9	365	24	6.6	432	32	7.
11	58	6	10.3	348	25	7.2	406	31	7.
12	43	1	2.3	277	23	8.3	320	24	7.
Total	260	38	14.6	1,489	151	10.1	1,749	189	10.

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	92	94	102.	499	230	46.1	591	324	54.8
10	67	42	62.7	365	61	16.7	432	103	23.8
11	58	38	65.5	348	80	22.9	406	118	29.1
12	43	8	18.6	277	101	36.5	320	109	34.1
Total	260	182	70.0	1,489	472	31.7	1,749	654	37.4

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	92	72	78.3	499	170	34.1	591	242	40.9
10	67	31	46.3	365	52	14.2	432	83	19.2
11	58	22	37.9	348	59	16.9	406	81	19.9
12	43	8	18.6	277	77	27.8	320	85	26.6
Total	260	133	51.2	1,489	358	24.0	1,749	491	28.1

Table 48
Southern High School

Offense	BLACK Length of Suspension								WHITE Length of Suspension							
	1-3 days		4-10 days		Indefinite		Total		1-3 days		4-10 days		Indefinite		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Arson											1	100			1	.4
2. Assault on Staff			2	100			2	1.6								
3. Assault on Student			2	100			2	1.6								
4. Burglary/Theft	2	50.0	2	50.0			4	3.1								
5. Bus Conduct	3	100					3	2.3			1	100			1	.4
6. Destruction of property			1	100			1	.8								
7. Disruption/Disobedience (classroom)	24	81.7	5	16.5	1	3.3	30	23.4	25	75.8	7	21.2	1	3.0	33	12.7
8. Disruption/Disobedience (non-classroom)	41	81.2	7	14.1	1	2.0	49	38.3	75	90.4	8	9.6			83	32.0
9. Disruption/Disobedience (ex. curr. act.)									1	100					1	.4
10. Excessive cutting of class	4	66.7	2	33.3			6	4.7	23	86.7	7	23.3			30	11.6
11. Extortion																
12. Excessive tardiness (class)	6	100					6	4.7	3	100					3	1.2
13. Excessive tardiness (school)	10	100					10	7.8	69	95.8	3	4.2			72	27.8
14. Fighting	8	80.0	2	20.0			10	7.8	3	93.3	1	6.7			15	5.8
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing																
18. Possession of alcoholic beverages	1	100					1	.8	1	100					1	.4
19. Possession or selling of drugs											3	100			3	1.2
20. Possession of explosives or fireworks									1	100					1	.4
21. Possession of weapons																
22. Profanity or vulgarity	3	100					3	2.3	1	100					1	.4
23. Selling goods illegally																
24. Smoking in unassigned area	1	100					1	.8	6	100					6	2.3
25. Truancy (over 16 yrs. of age)									2	100					2	.8
26. Walkout participation									3	75.0	1	25.0			4	1.4
27. Violation of dress code									2	100					2	1.8
TOTALS	103	80.4	23	18.0	2	1.6	128	100	227	87.6	31	12.0	1	.4	259	100

Table 49
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Stuart High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	131	108	82.4	331	46	13.9	462	154	33.3
10	69	25	36.2	278	30	10.8	347	55	15.9
11	76	34	44.7	271	15	5.5	347	49	14.1
12	51	10	19.6	234	18	7.7	285	28	9.8
Total	327	177	54.1	1,114	109	9.8	1,441	286	19.8

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	131	51	38.9	331	36	10.9	462	87	18.8
10	69	18	26.1	278	23	8.3	347	41	11.8
11	76	20	26.3	271	14	5.2	347	34	9.8
12	51	7	13.7	234	16	6.8	285	23	8.1
Total	327	96	29.4	1,114	89	8.0	1,441	185	12.8

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	131	83	63.4	331	34	10.3	462	117	25.3
10	69	20	30.4	278	19	6.8	347	39	11.2
11	76	16	21.1	271	13	4.8	347	29	8.4
12	51	1	2.0	234	2	.9	285	3	1.1
Total	327	120	36.7	1,114	68	6.1	1,441	188	13.0

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	131	13	9.9	331	15	4.5	462	28	6.1
10	69	6	8.7	278	8	2.9	347	14	4.0
11	76	5	6.6	271	8	3.0	347	13	3.7
12	51	1	2.0	234	0	0	285	1	.4
Total	327	25	7.6	1,114	31	2.8	1,441	56	3.9

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	131	113	86.3	331	43	13.0	462	156	33.8
10	69	31	44.9	278	25	9.0	347	56	16.1
11	76	19	25.0	271	24	8.9	347	43	12.4
12	51	3	5.9	234	4	1.7	285	7	2.5
Total	327	166	50.8	1,114	96	8.6	1,441	262	18.2

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	131	13	9.9	331	21	6.3	462	34	7.4
10	69	7	10.1	278	12	4.3	347	19	5.5
11	76	7	9.2	271	14	5.2	347	21	6.1
12	51	3	5.9	234	4	1.7	285	7	2.5
Total	327	30	9.2	1,114	51	4.6	1,441	81	5.6

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	131	304	232.	331	123	37.2	462	427	92.4
10	69	76	110.	278	74	26.6	347	150	43.2
11	76	69	90.	271	52	19.2	347	121	34.9
12	51	14	27.	234	24	10.3	285	38	13.3
Total	327	463	141.	1,114	273	24.5	1,441	736	51.1

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	131	77	58.8	331	72	21.8	462	149	32.3
10	69	31	44.9	278	43	15.5	347	74	21.3
11	76	32	42.1	271	36	13.3	347	68	19.6
12	51	11	21.6	234	20	8.5	285	31	10.9
Total	327	151	46.2	1,114	171	15.4	1,441	322	22.3

Table 50
Stuart High School

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson																
2. Assault on Staff	2	50.0	2	50.0			4	1.3								
3. Assault on Student	9	90.0	1	10.0			10	3.4	2	50.0	2	50.0			4	2.3
4. Burglary/Theft	9	81.8	2	18.2			11	3.7	1	100					1	.6
5. Bus Conduct																
6. Destruction of property	2	100					2	.7								
7. Disruption/Disobedience (classroom)	50	89.3	6	10.7			56	18.9	10	71.5	4	28.5			14	7.9
8. Disruption/Disobedience (non-classroom)	74	92.4	6	7.6			80	26.9	23	100					23	13.0
9. Disruption/Disobedience (ex. curr. act.)									1	100					1	.6
10. Excessive cutting of class	24	96.0	1	4.0			25	8.4	24	100					24	13.6
11. Extortion									1	100					1	.6
12. Excessive tardiness (class)	56	100					56	8.9	35	97.2	1	2.8			36	20.3
13. Excessive tardiness (school)																
14. Fighting	41	97.6	1	2.4			42	14.1	35	92.1	3	7.9			38	21.5
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing									14	100					14	7.9
18. Possession of alcoholic beverages	1	100					1	.3	5	100					5	2.8
19. Possession or selling of drugs									2	66.7	1	33.1			3	1.7
20. Possession of explosives or fireworks									2	100					2	1.1
21. Possession of weapons	2	100					2	.7	7	100					7	4.0
22. Profanity or vulgarity	4	100					4	1.3	2	100					2	1.1
23. Selling goods illegally																
24. Smoking in unassigned area	4	100					4	1.3	2	100					2	1.1
25. Truancy (over 16 yrs. of age)																
26. Walkout participation																
27. Violation of dress code																
TOTALS	278	93.6	19	6.4			297	100	166	93.8	11	6.2			177	100

Table 51
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Valley High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	72	6	8.3	332	36	10.8	404	42	10.4
10	77	5	6.5	256	7	2.7	333	12	3.6
11	68	11	16.2	241	7	2.9	309	18	5.8
12	54	5	9.3	191	10	5.2	245	15	6.1
Total	271	27	10.0	1,020	60	5.9	1,291	87	6.7

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	72	6	8.3	332	29	8.7	404	35	8.7
10	77	4	5.2	256	7	2.7	333	11	3.3
11	68	9	13.2	241	7	2.9	309	16	5.2
12	54	5	9.3	191	8	4.2	245	13	5.3
Total	271	24	8.9	1,020	51	5.0	1,291	75	5.8

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	72	13	18.1	332	26	7.8	404	39	9.7
10	77	7	9.1	256	6	2.3	333	13	3.9
11	68	5	7.4	241	5	2.1	309	10	3.2
12	54	3	5.6	191	4	2.1	245	7	2.9
Total	271	28	10.3	1,020	41	4.0	1,291	69	5.3

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	72	10	13.9	332	24	7.2	404	34	2.5
10	77	7	9.1	256	6	2.3	333	13	3.9
1	68	4	5.9	241	5	2.1	309	9	2.9
	54	3	5.6	191	4	2.1	245	7	2.9
		24	8.9	1,020	39	3.8	1,291	63	4.9

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	72	2	2.8	332	41	12.3	404	43	10.6
10	77	9	11.7	256	19	7.4	333	28	8.4
11	68	6	8.8	241	22	9.1	309	28	9.1
12	54	0	0	191	0	0	245	0	0
Total	271	17	6.3	1,020	82	8.0	1,291	99	7.7

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	72	5	6.9	332	30	9.0	404	35	8.7
10	77	7	9.1	256	17	6.6	333	24	7.2
11	68	5	7.4	241	14	5.8	309	19	6.1
12	54	0	0	191	0	0	245	0	0
Total	271	17	6.3	1,020	61	6.0	1,291	78	6.0

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	72	21	29.2	332	103	31.0	404	124	30.7
10	77	21	27.3	256	32	12.5	333	53	15.9
11	68	22	32.4	241	34	14.1	309	56	18.1
12	54	8	14.8	191	14	7.3	245	22	9.0
Total	271	72	26.6	1,020	183	17.9	1,291	255	19.8

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	72	21	29.2	332	83	25.0	404	104	25.7
10	77	18	23.4	256	30	11.7	333	48	14.4
11	68	18	26.5	241	26	10.8	309	44	14.2
12	54	8	14.8	191	12	6.3	245	20	8.2
Total	271	65	24.0	1,020	152	14.9	1,291	216	16.7

Table 52
Valley High School

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson																
2. Assault on Staff									1	100					1	1.0
3. Assault on Student											2	100			2	2.0
4. Burglary/Theft									3	100					3	3.0
5. Bus Conduct																
6. Destruction of property	1	100					1	1.8								
7. Disruption/Disobedience (classroom)	7	87.5	1	12.5			8	14.5	6	100					6	5.9
8. Disruption/Disobedience (non-classroom)	6	54.5	5	45.5			11	20.0	8	88.9	1	11.1			9	8.9
9. Disruption/Disobedience (ex. curr. act.)																
10. Excessive cutting of class	9	90.0	1	10.0			10	18.2	39	90.7	4	9.3			43	42.6
11. Extortion																
12. Excessive tardiness (class)	1	100					1	1.8								
13. Excessive tardiness (school)																
14. Fighting	15	93.7	1	6.3			16	29.1	26	89.7	3	10.3			29	28.7
15. Gambling	1	100					1	1.8								
16. Indescent exposure																
17. Loitering/Trespassing	3	100					3	5.5	1	100					1	1.0
18. Possession of alcoholic beverages	1	100					1	1.8	1	100					1	1.0
19. Possession or selling of drugs	2	100					2	3.6			1	100			1	1.0
20. Possession of explosives or fireworks																
21. Possession of weapons			1	100			1	1.8								
22. Profanity or vulgarity									4	100					4	4.0
23. Selling goods illegally																
24. Smoking in unassigned area									1	100					1	1.0
25. Truancy (over 16 yrs. of age)																
26. Walkout participation																
27. Violation of dress code																
TOTALS	44	80.0	11	20.0			55	100	90	89.9	11	10.1			101	100

Table 53
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Waggener High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	93	25	26.9	248	8	3.2	341	33	9.7
10	45	6	13.3	249	10	4.4	294	16	5.4
11	49	3	6.1	288	7	2.4	337	10	3.0
12	38	1	2.6	255	1	.3	293	2	.6
Total	225	35	15.6	1,040	26	2.5	1,265	61	4.8

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	93	15	16.1	248	7	2.8	341	22	6.5
10	45	3	6.7	249	9	3.6	294	12	4.1
11	49	3	6.1	288	7	2.4	337	10	3.0
12	38	1	2.6	255	1	.3	293	2	.6
Total	225	22	9.8	1,040	24	2.3	1,265	46	3.6

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	93	23	24.7	248	11	4.4	341	34	10.0
10	45	12	26.7	249	9	3.6	254	21	7.1
11	49	6	12.2	288	2	6.9	337	8	2.4
12	38	2	5.3	255	1	3.9	293	3	1.0
Total	225	43	19.1	1,040	23	2.2	1,265	66	5.2

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	93	16	17.2	248	8	3.2	341	24	7.1
10	45	6	13.3	249	8	3.2	294	14	4.8
11	49	4	8.2	288	2	.7	337	6	1.8
12	38	2	5.3	255	1	.4	293	3	1.0
Total	225	29	12.4	1,040	19	1.8	1,265	47	3.7

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	93	26	28.0	248	9	3.6	341	35	10.3
10	45	14	31.1	249	14	5.6	294	28	9.5
11	49	1	2.0	288	4	1.4	337	5	1.5
12	38	0	0	255	0	0	293	0	0
Total	225	41	18.2	1,040	30	2.9	1,265	71	5.6

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	93	10	10.8	248	8	3.2	341	18	5.3
10	45	4	8.9	249	13	5.2	294	17	5.8
11	49	0	0	288	4	1.4	337	4	1.2
12	38	0	0	255	3	1.2	293	3	1.0
Total	225	14	6.2	1,040	28	2.7	1,265	42	3.3

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	93	74	79.6	248	28	11.3	341	102	29.9
10	45	32	71.1	249	33	13.3	294	65	22.1
11	49	10	20.4	288	13	4.5	337	23	6.8
12	38	3	7.9	255	5	1.9	293	8	2.7
Total	225	119	52.9	1,040	79	7.6	1,265	198	15.6

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	93	41	44.1	248	23	9.3	341	64	18.8
10	45	13	28.9	249	30	12.0	294	43	14.6
11	49	7	14.3	288	13	4.5	337	20	5.9
12	38	3	7.9	256	5	1.9	293	8	2.7
Total	225	64	28.4	1,040	71	6.8	1,265	135	10.7

Table 54
Waggener High School

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson																
2. Assault on Staff			1	100			1	1.3								
3. Assault on Student	2	100					2	2.6								
4. Burglary/Theft	3	100					3	3.8			1	100			1	2.0
5. Bus Conduct																
6. Destruction of property	2	100					2	2.6	1	100					1	2.0
7. Disruption/Disobedience (classroom)	12	70.5	5	29.5			17	21.8	3	100					3	6.1
8. Disruption/Disobedience (non-classroom)	12	92.3	1	7.7			13	16.7	11	84.6	2	15.4			13	26.5
9. Disruption/Disobedience (ex. curr. act.)																
10. Excessive cutting of class	6	66.7	3	33.3			9	11.5	2	100					2	4.1
11. Extortion																
12. Excessive tardiness (class)			2	100			2	2.6	3	100					3	6.1
13. Excessive tardiness (school)	1	100					1	1.3	4	80	1	20.0			5	10.2
14. Fighting	17	77.3	5	22.7			22	28.2	5	100					5	10.2
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing																
18. Possession of alcoholic beverages																
19. Possession or selling of drugs			4	100			4	5.1	1	33.3	2	66.7			3	6.1
20. Possession of explosives or fireworks																
21. Possession of weapons																
22. Profanity or vulgarity	1	100					1	1.3								
23. Selling goods illegally	1	100					1	1.3								
24. Smoking in unassigned area									12	100					12	24.5
25. Truancy (over 16 yrs. of age)									1	100					1	2.0
26. Walkout participation																
27. Violation of dress code																
TOTALS	59	75.6	19	24.4			78	100	43	86.9	6	13.1			49	100

Table 55
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Western High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	126	32	25.4	376	27	7.2	502	59	11.3
10	94	12	12.8	342	12	3.5	436	24	5.5
11	91	9	9.9	336	9	2.7	427	18	4.2
12	75	11	14.7	291	2	.6	366	13	3.6
Total	386	64	16.6	1,345	50	3.7	1,731	114	6.6

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	126	27	21.4	376	22	5.9	502	49	9.8
10	94	11	11.7	342	8	2.3	436	19	4.4
11	91	7	7.7	336	9	2.7	427	16	3.7
12	75	8	10.7	291	2	.6	366	10	2.7
Total	386	53	13.7	1,345	41	3.0	1,731	94	5.4

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	126	21	16.7	376	15	4.0	502	36	7.2
10	94	10	10.6	342	7	2.0	436	17	3.9
11	91	3	3.3	336	9	2.7	427	12	2.8
12	75	7	9.3	291	7	2.4	366	14	3.8
Total	386	41	10.6	1,345	38	2.8	1,731	79	4.6

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	126	10	7.9	376	12	3.2	502	22	4.4
10	94	7	7.4	342	6	1.8	436	13	3.0
11	91	3	3.3	336	8	2.4	427	11	2.6
12	75	4	5.3	291	7	2.4	366	11	3.0
Total	386	24	6.2	1,345	33	2.5	1,731	57	3.3

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	126	8	6.3	376	8	2.1	502	16	3.2
10	94	10	10.6	342	6	1.8	436	16	3.7
11	91	12	13.2	336	6	1.8	427	18	4.2
12	75	0	0	291	0	0	366	0	0
Total	386	30	7.8	1,345	20	1.5	1,731	50	2.9

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	126	2	1.6	376	4	1.1	502	6	1.2
10	94	2	2.1	342	4	1.2	436	6	1.4
11	91	0	0	336	6	1.8	427	6	1.4
12	75	0	0	291	0	0	366	0	0
Total	386	4	1.0	1,345	14	1.0	1,731	18	1.0

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	126	61	48.4	376	50	13.3	502	111	22.1
10	94	32	34.0	342	25	7.3	436	57	13.1
11	91	13	14.3	336	24	7.1	427	37	8.7
12	75	18	24.0	291	9	3.0	366	27	7.4
Total	386	124	32.1	1,345	108	8.1	1,731	232	13.4

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	126	39	31.0	376	38	10.1	502	77	15.3
10	94	20	21.3	342	18	5.3	436	38	8.7
11	91	10	11.0	336	23	6.8	427	33	7.7
12	75	12	16.0	291	9	3.1	366	21	5.7
Total	386	81	20.9	1,345	88	6.5	1,731	169	9.8

Table 56
Western High School

Offense	BLACK Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%	WHITE Length of Suspension 1-3 days #	%	4-10 days #	%	Indefinite #	%	Total #	%
1. Arson																
2. Assault on Staff					1	100	1	1.0								
3. Assault on Student									1	100					1	1.1
4. Burglary/Theft					1	100	1	1.0								
5. Bus Conduct																
6. Destruction of property																
7. Disruption/Disobedience (classroom)	5	55.5			4	44.4	9	8.6	2	66.7			1	33.3	3	3.4
8. Disruption/Disobedience (non-classroom)	1	100					1	1.0	1	100					1	1.1
9. Disruption/Disobedience (ex. curr. act.)																
10. Excessive cutting of class	6	37.4	1	6.3	9	56.3	16	15.2	6	33.3			12	66.7	18	20.5
11. Extortion													2	100	2	2.3
12. Excessive tardiness (class)	35	100					35	33.3	21	100					21	23.9
13. Excessive tardiness (school)																
14. Fighting	11	57.9	2	10.5	6	31.6	19	18.1	10	76.9			3	23.1	13	14.8
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing																
18. Possession of alcoholic beverages	1	100					1	1.0								
19. Possession or selling of drugs					3	100	3	2.9	1	100					1	1.1
20. Possession of explosives or fireworks	1	100					1	1.0								
21. Possession of weapons					2	100	2	1.9								
22. Profanity or vulgarity	4	100					4	3.8					1	100	1	1.1
23. Selling goods illegally																
24. Smoking in unassigned area	11	91.7			1	8.3	12	11.4	27	100					27	30.7
25. Truancy (over 16 yrs. of age)																
26. Walkout participation																
27. Violation of dress code																
	75	71.4	3	2.9	27	25.7	105	100	69	78.4			19	21.6	88	100

Table 57
Student Suspension by Ethnicity and Grade Level for School Year 1977-78
Westport High School

FIRST QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	112	49	43.8	286	39	13.6	398	88	22.1
10	61	32	52.5	257	27	10.5	318	59	18.6
11	52	17	32.7	242	29	12.0	294	46	15.6
12	44	13	29.5	257	16	6.2	301	29	9.6
Total	269	111	41.2	1,042	111	10.7	1,311	222	16.9

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	112	31	27.7	286	28	9.8	398	59	14.8
10	61	18	29.5	257	24	9.3	318	42	13.2
11	52	15	28.8	242	22	9.1	294	37	12.6
12	44	11	25.0	257	14	5.4	301	25	8.3
Total	269	75	27.9	1,042	88	8.4	1,311	163	12.4

SECOND QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	112	50	44.6	286	43	15.0	398	93	23.4
10	61	30	49.2	257	20	7.9	318	50	15.7
11	52	14	26.9	242	25	10.3	294	39	13.3
12	44	4	9.1	257	16	6.2	301	20	6.6
Total	269	98	36.4	1,042	104	10.0	1,311	202	15.4

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	112	15	13.4	286	29	10.1	398	44	11.1
10	61	14	23.0	257	10	3.9	318	24	7.5
11	52	7	13.5	242	16	6.6	294	23	7.8
12	44	1	2.3	257	10	3.9	301	11	3.7
	269	37	13.8	1,042	65	6.2	1,311	102	7.8

THIRD QUARTER

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	112	57	50.9	286	49	17.1	398	106	26.6
10	61	36	59.0	257	21	8.2	318	57	17.9
11	52	11	21.2	242	3	1.2	294	14	4.8
12	44	2	4.5	257	14	5.4	301	16	5.3
Total	269	106	39.4	1,042	87	8.3	1,311	193	14.7

Individual Students Not Previously Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	112	24	21.4	286	38	13.3	398	62	15.6
10	61	20	32.8	257	13	5.1	318	33	10.4
11	52	5	9.6	242	19	7.9	294	24	8.2
12	44	2	4.5	257	9	3.5	301	11	3.7
Total	269	51	19.0	1,042	79	7.6	1,311	130	9.9

TOTALS FOR 1977-1978 SCHOOL YEAR

Incidences of Suspension

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	112	156	139.3	286	130	45.5	398	286	71.9
10	61	98	160.7	257	68	26.5	318	166	52.2
11	52	42	80.8	242	57	23.6	294	99	33.7
12	44	19	43.2	257	46	17.9	301	65	21.6
Total	269	315	117.1	1,042	301	28.9	1,311	616	47.0

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	112	70	62.5	286	96	33.6	398	166	41.7
10	61	52	85.2	257	47	18.3	318	99	31.1
11	52	27	51.9	242	57	23.6	294	84	28.6
12	44	14	31.8	257	32	12.5	301	46	15.3
Total	269	163	60.6	1,042	232	22.3	1,311	395	30.1

Table 58
Westport High School

Offense	BLACK Length of Suspension								WHITE Length of Suspension							
	1-3 days		4-10 days		Indefinite		Total		1-3 days		4-10 days		Indefinite		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Arson																
2. Assault on Staff																
3. Assault on Student	1	25.0	2	50.0	1	25.0	4	1.9	1	50.0	1	50.0			2	.9
4. Burglary/Theft	7	87.5	1	12.5			8	3.8								
5. Bus Conduct	1	100					1	.5	1	100					1	.5
6. Destruction of property									1	100					1	.5
7. Disruption/Disobedience (classroom)	36	83.6	5	11.7	2	4.7	43	20.6	7	87.5			1	12.5	8	3.7
8. Disruption/Disobedience (non-classroom)	21	84.0	4	16.0			25	12.0	5	100					5	2.3
9. Disruption/Disobedience (ex. curr. act.)																
10. Excessive cutting of class	59	88.0	7	10.5	1	1.5	67	32.1	123	94.6	7	5.4			130	60.5
11. Extortion																
12. Excessive tardiness (class)	11	91.7	1	8.3			12	5.7	6	85.7	1	14.3			7	3.3
13. Excessive tardiness (school)									1	100					1	.5
14. Fighting	15	71.4	3	14.3	3	14.3	21	10.0	14	77.7	4	22.3			18	8.4
15. Gambling																
16. Indescent exposure																
17. Loitering/Trespassing									2	100					2	.9
18. Possession of alcoholic beverages																
19. Possession or selling of drugs									4	50.0	4	50.0			8	3.7
20. Possession of explosives or fireworks									1	100					1	.5
21. Possession of weapons	2	66.7			1	33.3	3	1.4								
22. Profanity or vulgarity	3	100					3	1.4	1	100					1	.5
23. Selling goods illegally																
24. Smoking in unassigned area	22	100					22	10.5	30	100					30	14.0
25. Truancy (over 16 yrs. of age)																
26. Walkout participation																
27. Violation of dress code																
	178	85.2	23	11.0	8	3.8	209	100	197	91.6	17	7.9	1	.5	215	100

SECTION V

References

References

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SECTION V

Addendum

Addendum

The tables which follow represent an analysis of the school system suspension data for the entire 1977-78 school year. This data did not become available until late in the production of the final report and, therefore, are not considered as a basis for reaching the ultimate conclusions in this report. It must be noted, however, that projection figures of the total suspension data were calculated and considered in the course of developing this report, and in no case did the projected system-wide figures over-estimate the actual data. In a few instances the school specific projected figures over-estimated the actual data.

The data contained in these tables may be summarized as follows:

1. The Black student suspension rate is higher than projected. The actual rate of Black student suspensions is 75.1 percent, which exceeds the projected rate by 7 percent (68.1 percent).
2. The white student suspension rate is also higher than projected. The actual rate of white student suspensions is 19.2 percent, which exceeds the projected rate by 0.4 percent (18.8 percent).
3. The total suspension rate was higher than projected. The actual rate of 31.7 percent exceeds the projected rate of 29.8 percent by 1.9 percent.
4. The variance between actual and projected suspension rates by ethnicity for individual schools is greater for Black students than for white students.
   - (a) The greatest variance from the projected rates of white student suspensions is + 7.3 percent and - 5.8 percent.
   - (b) The greatest variance from the projected rates of Black student suspensions is + 55.1 percent and -28.8 percent.
   - (c) The greatest variance from projected total suspension rates by school is + 17.1 percent and - 5.9 percent.

(d) Given the nature of the projected suspension figures, the actual suspension figures suggest a significant escalation in the pattern of Black student suspensions.

5. The range of actual suspension rates by school for Black students is 150.7 percent to 23.4 percent. The range of suspension rates by school for white students is 32.1 percent to 7.2 percent.

6. The range of suspension rates of individual students by school for Black students is 73.3 percent to 19.6 percent. The range of individual white students suspended is 24.5 percent to 6.1 percent.

Incidence of Suspension for 1977-78 School Year

School	BLACK Population	BLACK Suspensions	BLACK %	WHITE Population	WHITE Suspensions	WHITE %	TOTAL Population	TOTAL Suspensions	TOTAL %	Difference %
Atherton	321	148	46.1	1,219	201	16.5	1,540	349	22.7	29.6
Ahrens	355	187	52.7	828	166	20.1	1,183	353	29.8	32.6
Ballard	364	464	127.4	1,420	355	25.0	1,784	819	45.9	102.4
Butler	479	722	150.7	1,166	307	26.3	1,645	1,029	62.6	124.4
Central	398	205	51.5	1,329	191	14.4	1,727	396	22.9	37.1
Doss	254	104	40.9	996	133	13.4	1,250	237	18.9	27.5
Durrett	191	169	88.5	1,117	314	28.1	1,308	483	36.9	60.4
Eastern	218	121	55.5	1,104	155	14.0	1,322	276	20.9	41.5
Fairdale	222	142	63.9	1,129	121	10.7	1,351	263	19.5	53.2
Fern Creek	277	340	122.7	1,195	383	32.1	1,472	723	49.1	90.6
Iroquois	624	396	63.5	1,474	226	15.3	2,098	622	29.6	48.2
Thomas Jeff.	528	410	77.7	1,424	395	27.7	1,952	805	41.2	50.0
Jeffersontown	304	134	44.1	1,266	118	9.3	1,570	252	16.1	34.8
Male	157	48	30.6	546	73	13.4	703	121	17.2	17.2
Manual	788	610	77.4	1,423	347	24.4	2,211	957	43.3	53.0
Moore	276	246	89.1	1,339	127	9.5	1,615	373	23.1	79.6
Pleasure Ridge	297	237	78.8	1,238	336	27.1	1,535	573	37.3	51.7
Seneca	291	68	23.4	1,019	115	11.3	1,310	183	13.9	12.1
Shawnee	326	199	61.0	948	167	17.6	1,274	366	28.7	53.4
Southern	260	227	87.3	1,489	445	29.9	1,749	672	38.4	57.4
Stuart	327	390	119.3	1,114	262	23.5	1,441	652	45.2	95.8
Valley	271	80	29.5	1,020	133	13.0	1,291	213	16.3	16.5
Waggener	225	121	53.8	1,040	75	7.2	1,265	196	15.5	46.6
Western	386	167	43.3	1,345	150	11.2	1,731	317	18.3	32.1
Westport	269	378	140.5	1,042	317	30.4	1,311	695	53.0	110.1
TOTAL	8,408	6,313	75.1	29,230	5,612	19.2	37,638	11,925	31.7	55.9

Number of Students Suspended for 1977-78 School Year

	BLACK			WHITE			TOTAL			Difference
School	Population	Suspensions	%	Population	Suspensions	%	Population	Suspensions	%	%
Atherton	321	117	36.4	1,219	196	16.1	1,540	313	20.3	20.3
Ahrens	355	151	42.5	828	142	17.1	1,183	293	24.8	25.4
Ballard	364	266	73.1	1,420	227	15.9	1,784	493	27.6	57.2
Butler	479	334	69.7	1,166	199	17.1	1,645	533	32.4	52.6
Central	398	159	39.9	1,329	167	12.6	1,727	326	18.9	27.3
Doss	254	91	35.8	996	115	11.5	1,250	206	16.5	24.3
Durrett	191	84	43.9	1,117	208	18.6	1,308	292	22.3	25.2
Eastern	218	87	39.9	1,104	123	11.1	1,322	210	15.9	28.8
Fairdale	222	84	37.8	1,129	85	7.5	1,351	169	12.5	30.3
Fern Creek	277	203	73.3	1,195	293	24.5	1,472	496	33.7	48.8
Iroquois	624	297	47.6	1,474	176	11.9	2,098	473	22.5	35.7
Thomas Jeff.	528	183	34.7	1,424	242	16.9	1,952	425	21.8	17.8
Jeffersontown	304	60	19.7	1,266	85	6.7	1,570	145	9.2	13.0
Male	157	40	25.5	546	61	11.1	703	101	14.4	14.4
Manual	788	465	59.0	1,423	305	21.4	2,211	770	34.8	37.6
Moore	276	164	59.4	1,339	108	8.1	1,615	272	16.8	51.3
Pleasure Ridge	297	99	33.3	1,238	175	14.1	1,535	274	17.9	19.3
Seneca	291	57	19.6	1,019	98	9.6	1,310	155	11.8	10.0
Shawnee	326	134	41.1	948	126	13.3	1,274	260	20.4	27.8
Southern	260	163	62.7	1,489	353	23.7	1,749	516	29.5	39.0
Stuart	327	145	44.3	1,114	161	14.5	1,441	306	21.2	29.8
Valley	271	71	26.2	1,020	118	11.6	1,291	189	14.6	14.6
Waggener	225	80	35.6	1,040	63	6.1	1,265	143	11.3	29.5
Western	386	130	33.7	1,345	119	8.8	1,731	249	14.4	24.9
Westport	269	147	54.6	1,042	200	19.2	1,311	347	26.5	35.4
TOTAL	8,408	3,811	45.3	29,230	4,145	14.2	37,638	7,956	21.1	31.1

Incidences of Suspensions for 1977-78 School Year

School	BLACK SUSPENSIONS Projected Rate	Actual Rate	Difference	WHITE SUSPENSIONS Projected Rate	Actual Rate	Difference	TOTAL SUSPENSIONS Projected Rate	Actual Rate	Difference
Atherton	43.9	46.1	+ 2.2	15.1	16.5	+ 1.4	21.1	22.7	+ 1.6
Ahrens	56.1	52.7	- 3.4	18.2	20.1	+ 1.9	29.6	29.8	+ 0.2
Ballard	72.3	127.4	+55.1	17.7	25.0	+ 7.3	28.8	45.9	+17.1
Butler	110.1	150.7	+40.6	27.8	26.3	- 1.5	51.7	62.6	+10.9
Central	38.9	51.5	+12.6	12.3	14.4	+ 2.1	18.5	22.9	+ 4.4
Doss	24.4	40.9	+16.5	11.6	13.4	+ 1.8	14.2	18.9	+ 4.7
Durrett	117.3	88.5	-28.8	29.6	28.1	- 1.5	42.4	36.9	- 5.5
Eastern	50.9	55.5	+ 4.6	19.1	14.0	- 5.1	24.4	20.9	- 3.5
Fairdale	57.2	63.9	+ 6.7	10.9	10.7	- 0.2	18.6	19.5	+ 0.9
Fern Creek	130.7	122.7	- 8.0	31.8	32.1	+ 0.3	50.5	49.1	- 1.4
Iroquois	64.1	63.5	- 0.6	13.9	15.3	+ 1.4	28.9	29.6	+ 0.7
Thomas Jeff.	78.9	77.7	- 2.2	26.1	27.7	+ 1.6	40.4	41.2	+ 0.8
Jeffersontown	44.7	44.1	- 0.6	15.1	9.3	- 5.8	20.8	16.1	- 4.7
Male	35.7	30.6	- 5.1	10.9	13.4	+ 2.5	16.5	17.2	+ 0.7
Manual	70.1	77.4	+ 7.3	17.9	24.4	+ 6.5	36.5	43.3	+ 6.8
Moore	84.1	89.1	+ 5.0	7.6	9.5	+ 1.9	20.7	23.1	+ 2.4
Pleasure Ridge	71.7	78.8	+ 7.1	30.5	27.1	- 3.4	38.5	37.3	- 1.2
Seneca	26.1	23.4	- 2.7	12.9	11.3	- 1.6	15.8	13.9	- 1.9
Shawnee	59.2	61.0	+ 0.8	16.9	17.6	+ 0.7	27.8	28.7	+ 0.9
Southern	70.0	87.3	+17.3	31.7	29.6	- 2.1	37.4	38.4	+ 1.0
Stuart	141.6	119.3	-22.3	24.5	23.5	- 1.0	51.1	45.2	- 5.9
Valley	26.6	29.5	+ 2.9	17.9	13.0	- 4.9	19.8	16.3	- 3.5
Waggener	52.9	53.8	+ 0.9	7.6	7.2	- 0.4	15.6	15.5	- 0.1
Western	32.1	43.3	+11.2	8.1	11.2	+ 3.1	13.4	18.3	+ 4.9
Westport	117.1	140.5	+23.4	28.9	30.4	+ 1.5	46.9	53.0	+ 6.1
TOTAL	68.1	75.1	+ 7.0	18.8	19.2	+ 0.4	29.8	31.7	+ 1.9

Number of Students Suspended for 1977-78 School Year

School	BLACK SUSPENSIONS Projected Rate	Actual Rate	Difference	WHITE SUSPENSIONS Projected Rate	Actual Rate	Difference	TOTAL SUSPENSIONS Projected Rate	Actual Rate	Difference
Atherton	33.3	36.4	+ 3.1	14.8	16.1	+ 1.3	18.7	20.3	+ 1.6
Ahrens	43.4	42.5	- 0.9	13.3	17.1	+ 3.8	22.3	24.8	+ 2.5
Ballard	45.1	73.1	+28.0	12.8	15.9	+ 3.1	19.4	27.6	+ 8.2
Butler	79.3	69.7	- 9.6	18.1	17.1	- 1.0	35.9	32.4	- 3.5
Central	28.1	39.9	+11.8	10.8	12.6	+ 1.8	14.8	18.9	+ 4.1
Doss	21.6	35.8	+14.2	9.5	11.5	+ 2.0	12.0	16.5	+ 4.5
Durrett	54.5	43.9	-10.6	19.3	18.6	- 0.7	24.5	22.3	- 2.2
Eastern	36.7	39.9	+ 3.2	14.1	11.1	- 3.0	17.8	15.9	- 1.9
Fairdale	33.8	37.8	+ 4.0	8.9	7.5	- 1.4	13.1	12.5	- 0.6
Fern Creek	78.3	73.3	- 5.0	26.8	24.5	- 2.3	36.5	33.7	- 2.8
Iroquois	41.1	47.6	+ 6.5	9.1	11.9	- 2.8	18.6	22.5	+ 3.9
Thomas Jeff.	45.6	34.7	-10.9	19.2	16.9	- 2.3	26.4	21.8	- 4.6
Jeffersontown	21.4	19.7	- 1.7	7.4	6.7	- 0.7	10.1	9.2	- 0.9
Male	28.1	25.5	- 2.6	10.1	11.1	+ 1.0	14.1	14.4	+ 0.3
Manual	55.7	59.0	+ 3.3	16.1	21.4	+ 5.3	30.2	34.8	+ 4.6
Moore	47.8	59.4	+11.6	5.9	8.1	+ 2.2	13.1	16.8	+ 3.7
Pleasure Ridge	30.6	33.3	+ 2.7	13.8	14.1	+ 0.3	17.1	17.9	+ 0.8
Seneca	22.3	19.6	- 2.7	11.7	9.6	- 2.1	13.8	11.8	- 2.0
Shawnee	40.5	41.1	+ 0.6	13.7	13.3	- 0.4	20.6	20.4	- 0.2
Southern	51.2	62.7	+11.5	24.1	23.7	- 0.4	28.1	29.5	+ 1.4
Stuart	46.2	44.3	- 1.9	15.4	14.5	- 0.9	22.3	21.2	- 1.1
Valley	23.9	26.2	+ 2.3	14.8	11.6	- 3.2	16.7	14.6	- 2.1
Waggener	28.4	35.6	+ 7.2	6.8	6.1	- 0.7	10.7	11.3	+ 0.6
Western	20.9	33.7	+ 6.8	6.5	8.8	+ 2.3	9.8	14.4	+ 4.6
Westport	60.6	54.6	+ 6.0	22.3	19.2	- 2.9	30.1	26.5	- 3.8
TOTAL	42.4	45.3	+ 2.9	13.9	14.2	+ 0.3	20.3	21.1	+ 0.8

Student Suspension by Ethnicity and Grade Level
for School Year 1977-78

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	3,126	3,480	111.3	8,886	2,614	29.4	12,012	6,094	50.7
10	1,991	1,417	71.2	7,227	1,381	19.1	9,218	2,798	30.4
11	1,890	1,019	53.9	7,119	1,024	14.4	9,009	2,043	22.7
12	1,401	397	28.3	5,998	593	9.9	7,399	990	13.4
Total	8,408	6,313	75.1	29,230	5,612	19.2	37,638	11,925	31.7

Individual Students Suspended

GRADE	Black			White			Total		
	Population	Suspension	%	Population	Suspension	%	Population	Suspension	%
9	3,126	1,894	60.6	8,886	1,817	20.4	12,012	3,711	30.9
10	1,991	912	45.8	7,227	1,049	14.5	9,218	1,961	21.3
11	1,890	694	36.7	7,119	807	11.3	9,009	1,501	16.7
12	1,401	311	22.2	5,998	472	7.9	7,399	783	10.6
Total	8,408	3,811	45.3	29,230	4,145	14.2	37,638	7,956	21.1